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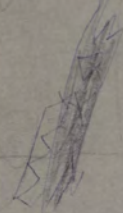
Darlene Aho

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SMOOTH WIDE OPENING RINGS

Girl Scout Note Book



CAMP KIWANILONG
STAFF MANUAL
June 19, 1964

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GIRL SCOUT CAMPING OBJECTIVES

NATIONAL CAMPING OBJECTIVES:

TO STIMULATE REAL ENJOYMENT AND APPRECIATION OF THE OUT-OF-DOORS THROUGH PROGRESSIVELY ADVENTUROUS EXPERIENCES.

TO PROVIDE TRAINING IN CITIZENSHIP THROUGH THE GIVE AND TAKE OF COMMUNITY LIVING IN WHICH EACH GIRL HAS A PART IN PLANNING AND CARRYING OUT THE CAMPING PROGRAM.

TO CONTRIBUTE TO THE PHYSICAL AND MENTAL WELL BEING OF EVERY GIRL SCOUT CAMPER AND TO HELP IN THE DEVELOPMENT OF SUCH QUALITIES AS RESOURCEFULNESS, INITIATIVE, AND SELF-RELIANCE.

LOCAL OUTDOOR PROGRAM EMPHASES:

PROGRESSION IN CAMPING SKILLS SHOULD BE PLANNED SO AS TO BE INCREASINGLY CHALLENGING AT ALL LEVELS OF EXPERIENCE.

LEADER-GIRL PLANNING AND EVALUATION SHOULD BE CARRIED OUT THROUGH CAMP GOVERNMENT.

EACH CAMPER SHOULD BE ENCOURAGED TO SHARE HER CAMP EXPERIENCES THROUGHOUT THE YEAR.

NATURE, CONSERVATION AND ALL OUTDOOR ACTIVITIES SHOULD BE EMPHASIZED IN CAMP PROGRAM.

THE INSPIRATION OF THE OUT-OF-DOORS SHOULD BE STRESSED THROUGH CEREMONIES.

WAYS OF CARRYING OUT THESE OBJECTIVES:

PROVIDE OPPORTUNITIES FOR INFORMAL, SPONTANEOUS ACTIVITIES.

GIVE GUIDANCE TO A GIRL-PLANNED PROGRAM.

KNOW AND UNDERSTAND EACH CAMPER.

BE A GOOD LISTENER.

BE READY TO GIVE AS WELL AS TO RECEIVE.

BE A FRIEND AND ENJOY YOUR CAMPING, TOO.

KNOW WHEN TO LEAD, WHEN TO FOLLOW, WHEN TO COMMEND, AND WHEN TO LEND A HELPING HAND.

It isn't enough to know what
democracy is--

You must believe in it.

It isn't enough to believe in it;

You must do something about it.

CAMP KIWANILONG IS A MEMBER OF THE AMERICAN CAMPING
ASSOCIATION

HEALTH AND SAFETY

"Prevention" is known as the first rule of First Aid.

Infirmary--

The Nurse should be notified of all illnesses. The Nurse and the Camp Director should be notified of all accidents.

Campers should be brought to the nurse for all ills, minor or major. The Nurse will post a schedule of her regular hours. Emergencies know no schedule, however, and the Nurse (or someone in her place) will always be near at hand.

"A healthy counselor is a cheerful counselor." We want counselors to stay well in camp. Plenty of rest is a necessity to health and a good disposition. The Nurse will always be ready to minister to staff ills. See her immediately if you do not feel up to par.

Health forms, for campers and staff, are turned in to the Nurse.

Fire---- The most serious danger in this or any other camp is fire. We are surrounded by a beautiful forest. Let's keep it that way.

FIRE PREVENTION RULES

1. At all fires provide two or more full buckets of water. If used properly, this is enough to put out a campfire.
2. Have rake or shovel near at hand when any fire is built.
3. Keep fire ring clear of debris, wood, anything that will burn.
4. Be sure all fires are OUT completely before leaving.
5. Hold a fire drill every session. Keep the unit backpack fire pumps and buckets full of water at all times.
6. Know the location of every chemical extinguisher in camp.
7. At first sign of trouble with fire summon aid--before fire gets out of control.

IN CASE OF FIRE

1. Fire signal is continuous ringing of the camp bell (5-15 minutes).
2. On hearing signal, one staff member from each unit will come directly to scene of fire (or to lodge if in doubt). ~~Bring half-full backpack fire pump.~~ *Get what you can*
3. The Unit Leader must be able to account for every child. Children should be assembled in units. Those engaged in a special activity at another place should remain where they are until notified.
4. Keep campers calm and engaged in an activity.
5. NOTIFY THE CAMP DIRECTOR.

Train girls

CHARACTERISTICS OF A GOOD COUNSELOR

Good leadership is the Key to a Good Camp! No one person has all of these characteristics but we can aim high and try to attain our own heights.

1. Interest in and understanding of girls and a desire to share good times with them.
2. Youthful in spirit yet mature in judgment.
3. A leader who sets standard and goals. *Be neat*
4. Ability to acquire skills while on the job.
5. Able to find happiness in doing a job well and in serving others without thought of personal gain.
6. Belief in the purpose and value of Girl Scouting.
7. Enjoy out-of-door living.
8. Good physical condition.
9. Sense of humor.
10. Able to accept people, girls and adults, of various races, religions, and backgrounds.

Four things a man must learn to do
If he would make his record true;
To think without confusion clearly;
To love his fellow man sincerely;
To act from honest motives purely;
To trust in God and heaven securely.

--Henry Van Dyke

RESPONSIBILITIES OF EVERY STAFF MEMBER

1. Making a sincere effort to get to know all campers and staff members and to enjoy their company.
2. Boosting the morale of campers and staff.
3. Setting the tone in the dining hall and at any all-camp activity with pleasant conversation and appropriate actions.
4. Leaving any place where you meet or eat better than you found it.
5. Dressing neatly and appropriately to the role of a camp counselor.
6. Giving direction and help to campers when the need is apparent.
7. Being on time for all meetings, activities, and meals.
8. Being a good public relations agent for the camp and making visitors feel at home and helping increase their **appreciation of** the camp.
9. Being loyal to the camp, its staff, and its objectives.
10. Constantly trying to increase camping and leadership skills.
11. Taking criticisms to the camp director.
12. Making every camper feel wanted and happy especially on her first day at camp.
13. Living the Girl Scout Promise and Laws.

Each staff member, whether in a unit or out, supports the campers' and other staff members' ideas and plans. Her attitude should be one of enthusiasm. Criticism should be constructive and directed toward things--not persons. Dissatisfactions should always be taken to the person in a position to do something about them--not simply complained about to others. We each work toward the same goals, and we can all learn from each other.

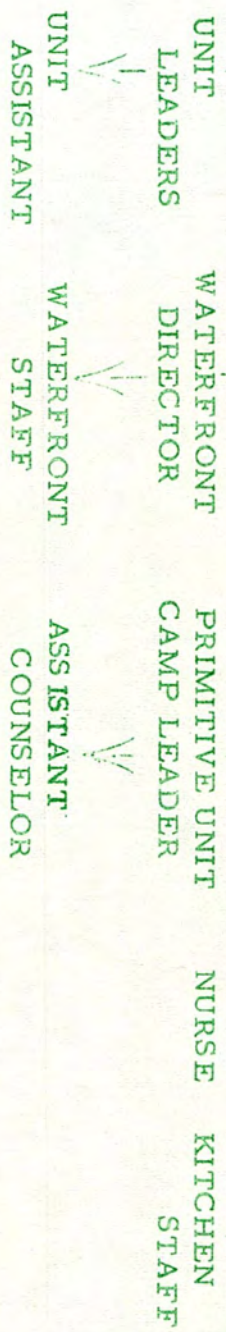
EXECUTIVE DIRECTOR

LINE OF SUPERVISORY RESPONSIBILITY

DIRECTOR OF CAMPING

CAMP DIRECTOR

ASSISTANT DIRECTOR (Business Manager)



STAFF JOB DESCRIPTIONS

The success of a good camp depends largely upon the harmonious relations of its staff. An understanding of the responsibilities of one's co-workers and the way in which jobs are related to each other is a prime factor in making for a harmonious staff. The most important part of a counselor's job is that of seeing that the campers have a satisfying experience. CAMP IS FOR THE CAMPERS, and this should be our guide as we work together.

THE CAMP DIRECTOR

Is supervised by the Camp Committee.

BEFORE CAMP:

1. Compile information for staff manual.
2. Plan pre-camp training.
3. Request program supplies needed.

DURING CAMP:

1. Be responsible for camp program
 - a. Carry out pre-camp training plans
 - b. Supervise all camp staff
 - c. Supervise Program Aide training program
 - d. Coordinate camp activities - through conferences, staff meetings, camp council, etc.
 - 1) Campfires, parties, Scout's Own, etc.
 - 2) Camp kapers
 - 3) Waterfront program
 - 4) Campcraft activities, trips, etc.
2. Maintain high standards of health and safety
3. Maintain high morale among staff and campers.
4. Maintain good public relations
 - a. With in town parents and campers
 - b. At camp with parents and campers
 - c. In communities surrounding camp
 - d. With camp staff
5. Maintain camp property and facilities in good condition
6. See that good records are kept and necessary reports are made
 - a. National camping information
 - b. Bookkeeping records and reports
 - c. Orders from Astoria
 - d. Reports on accidents
 - e. Registration forms
 - f. Records of staff meetings
 - g. Supervision records
 - h. Evaluation reports on staff
7. Hold evaluation conferences with staff

AFTER CAMP

1. Supervise closing of camp (closing camp staff does)
2. Complete necessary reports and turn into Executive Director by one month after camp closes
 - a. Tabulate and compile evaluation material--staff, camper, and parent
 - b. Written recommendations in duplicate re camp folder
 - c. Written recommendations in duplicate re site development and needs
 - d. Written recommendations in duplicate re program and equip
 - e. Inventories
 - f. Information for National Report

CAMP NURSE

The camp nurse assumes the major responsibility for the health of campers, but every member of the staff shares that responsibility.

The nurse is responsible to the Camp Director for:

During pre-Camp training:

1. Becoming familiar with the infirmary and checking over its equipment and supplies, and seeing that it is clean and in order.
2. Looking over the camp, noticing especially such places as kitchen and incinerators, and making suggestions to the director as to the sanitation of the site.
3. Becoming familiar with the way the program operates and taking part in pre-camp training, offering suggestions as to way health and safety can be emphasized throughout the camping season.
4. Having pre-camp conference with the camp doctor, checking with him on supplies and receiving from him standing orders for emergency treatments.
5. Becoming familiar with arrangements made for emergency transportation and hospitalization.
6. Receiving health examination records of staff members and consulting with the individual concerned and with the director on any necessary limitations or treatments indicated on the records.
7. Becoming familiar with camp health cards, setting up records and arranging with the staff a satisfactory schedule of office hours and visits to the units.

When the Campers arrive:

1. Checking each camper in, talking to parents when the need is indicated, and sending to each unit leader, the camp director, and waterfront director any information about individual campers that they may need to know. (Such things as heart conditions or other symptoms requiring the limitation of activity, food restrictions, bed wetting, sleep walking, etc.)
2. Making a periodic sanitary inspection of camp.
3. Keeping a daily record of medications and other treatments given to campers and staff.
4. Reporting to the director on girls who are kept in infirmary.
5. Making recommendations at the end of the camp season on camp sanitation.
6. Inventorying infirmary supplies and equipment at the end of camp.

Is responsible to the camp director for:

1. Planning necessary trips for supplies with director.
2. Ordering food, checking and approving bills.
3. Consulting with counselors /or campers on unit meal planning.
4. Filling unit requisitions for cook-outs.
5. Purchase all supplies: food, trading post, medical, program, etc...
6. Assumes responsibilities delegated by camp director.
7. Keeping records of all purchases.
8. Making and of season inventories and reports .
9. Participating in staff meetings and camp program whenever possible.
10. Providing adequate snack for counselors and take charge of staff house.

COOK

Is responsible to the camp director for:

1. Preparing, cooking and dishing-up food as planned by the Foods Supervisor.
2. Assuming the duties of the Foods Supervisor in her absence.
3. Sharing responsibility with Foods Supervisor for keeping kitchen and store house clean.
4. Helping the Foods Supervisor keep a running inventory of supplies.
5. Carrying out responsibilities as delegated by Foods Supervisor.
6. Participating in staff meetings and camp program whenever possible.

ASSISTANT COOK

Is responsible to the camp director for:

1. Assuming responsibility for parts of the Cook's duties as delegated.
2. Assuming the duties of the Cook in her absence.

JOB DESCRIPTIONS (continued)

WATERFRONT DIRECTOR

Is responsible to the camp director for:

1. Planning with other staff and campers in carrying out a program of waterfront activities.
2. Maintaining equipment.
3. Keeping the pool and surrounding area clean.
4. Maintaining health and safety standards throughout entire waterfront program.
5. Supervising all waterfront instruction.
6. Keeping records, making reports, and inventorying all equipment at close of camp.
7. Participating in all general camp program.
8. Cooperating with Director in supervising and training the Program Aides working in waterfront program.
9. Participating in unit activities whenever possible.
10. Participating in and carrying out staff responsibilities and not isolating herself as the Waterfront Director.

ASSISTANT WATERFRONT DIRECTOR

Is responsible to the Camp Director for:

1. Assuming responsibility of the waterfront program in the absence of the waterfront director.
2. Assuming responsibility for parts of the waterfront director's duties as delegated.

UNIT LEADER ----- (PRIMITIVE CAMPING)

Is responsible to the Camp Director for:

1. Coordinating all out of camp camping trips.
2. Helping to train staff and campers in proper procedures of hiking, cook outs, sleepouts, etc. - - - -
3. Assume all responsibilities of a Unit Leader.
4. Assume any other responsibilities delegated by Camp Director.

JOB DESCRIPTIONS (continued)

PROGRAM AIDE UNIT LEADER.

Is responsible to and supervised by the camp director of Kiwanilong for the whole summer.

Is responsible for:

During pre-camp:

1. Becoming familiar with the camp personnel, program, and procedures.
2. Participating with the Camp Director in giving orientation to the rest of the staff on the PA program (PA privileges, staff relationships, curriculum, etc.)
3. Securing, with the help of director, all resources and materials to be used by the unit.
4. Setting up the PA bookshelf and seeing that there is a place with adequate lighting to which the PA's can go for study.
5. Seeing that the PA unit is in readiness.
6. Consulting with the camp director on PA training plans.

During camp:

1. Knowing each girl in the PA unit and helping her get the most possible out of the PA program.
2. Coordinating the PA program with other camp program.
3. Maintaining high standards of health and safety for her unit.
4. Participating in staff meetings.
5. Making arrangements with the camp director for any special activities required for the unit.
6. Taking time off in accordance with staff practices.
7. Arranging for the PA's to explore different staff positions.
8. Training and supervising the PA's during the summer.
9. Carrying out other duties related to total camp program as delegated by the camp director.

After camp:

1. Closing the unit and taking inventory of the equipment and materials.
2. Returning all pertinent PA application materials to the Camp Director.
3. Completing a detailed report of the program in the PA unit including an outline of the content, instructional methods used and their effectiveness, special activities, etc.
4. Writing detailed, objective reports on each PA including recommendations for the future.

JOB DESCRIPTIONS (continued)

UNIT LEADER

Is responsible to the Camp Director for:

1. Knowing each girl in her unit and helping her get the most possible out of her stay at camp
2. Helping to carry out unit and all-camp program planned by campers and staff.
3. Administering and participating in program for her unit, including unit government, kapers, program activities, etc.
4. Coordinating her unit program with entire camp
5. Working with unit staff, delegating jobs, arranging schedules, duties, and time off
6. Supervising unit housekeeping, sanitation, care of supplies and equipment
7. Maintaining high standards of health and safety for her unit
8. Helping to build good relations with parents when visiting camp and through letters as required.
9. Keeping records and making reports as required
10. Preparing unit housekeeping equipment for use by campers, making inventories and reports
11. Participating in staff meetings.
12. Participating in staff kapers
13. Cooperating with director in supervising the training of Program Aides working in the unit.
14. Getting enough rest, sleep, and time off to be able to do a good job
15. Arranging rotation of nights in (after-taps responsibility)

UNIT ASSISTANT

Is responsible to the Unit Leader for:

1. Assuming responsibility for parts of the Unit Leader's duties as delegated.
2. Assuming responsibility for the unit in the absence of the Unit Leader.

UNIT COUNSELOR:

Is responsible to the Camp Director for

1. Assuming responsibility for parts of the Unit Leader's duties as delegated.

Living in Camp

THIS IS "CAMP PROGRAM"

We must remember that to the young camper, the very business of living comfortably in camp is a major part of what we call "camp program." Such simple things as making her bed, brushing her teeth (outside), or recognizing all the noises outside her cabin at night; these are new, different, exciting experiences for most children.

Most children have some minor responsibilities at home, but at camp they are pretty much on their own. They are responsible for keeping their camp neat and clean--their cabin, their unit, the entire camp site. They must take care of their own clothes, decide what to wear, when to wash their hair, how to wash socks, help set the tables and do the dishes for their meals--and even cook them in some instances.

All of these things our campers come to camp expecting to do, of course. Our job is to help them to assume their responsibilities cheerfully and well. Our own example is our best teaching device. Our example and help, together with our respect for their ability to do for themselves and our own cheerfully relaxed and understanding manner will determine to a large degree the value of their camping experience.

It was Mrs. Herbert Hoover who gave this definition of camp program:

The best camp program is the one that is so deeply rooted in the business of camp living that to the casual observer it scarcely looks like program at all.

There are other activities included in camp of course--but all of them are for the purpose of making this business of "living in camp" more comfortable and enjoyable.

Our Camp Government is of prime importance for it is the means, the system we use, for giving everyone a share in the responsibility of their camp.

The Ethical Code is most important, for this is our guide--this Promise and these Laws--in our relations with each other.

Simple living in camp is the foundation stone on which we build.

PROGRAM PLANNING

Program is everything that happens while a camper is at camp.

Pre-camp training acquaints staff with possibilities of:

1. site
2. Girl Scout programs and standards
3. Campers as individuals and as a camp group
4. rest of staff, their responsibilities, their interests and skills
5. the camp's way of work

And they make program plans for the first day or so:

1. to help girls goet acquainted with each other and the camp
2. to get settled in
3. to begin planning program

Then girls and staff togetherh consider:

1. program possibilities of site
2. help from staff
3. time they will be in camp
4. interests of girls
5. jobs that need to be done

And together they make a program plan.

Skillful use of small group planning gives everybody a chance to develop her natural abilities and also "time to stand and stare." Good planning is the foundation of a successful camping experience.

RECIPE FOR A GOOD CAMPER

select any girl
remove all city clothes and
dress in cool, comfortable shorts and shirt,
with good sensible shoes.

Stir at seven. Mix in equal portions of hiking, singing, crafts, wimming, nature, and dramatics. Dip in the shower once a day and bake in the sun to a healthy brown. Fill with three hearty meals a day and a generous helping of good sportmanship, cheerful disposition and camp spirit. Spread thickly with sheer fun, cover with enough blankets and store in a cool, dry bed at nine in the midst of a group of pines. Repeat this process for two weeks. Then pack and ship to waiting parents who will thereafter insist upon the goods marked with the KIWANILONG brand.

CAMP PROGRAM

HOW DO WE BUILD CAMP PROGRAM?

The Counselors and girls together plan the program. This is an essential part of the democratic process.

The most important single factor in program planning is the attitude of the camp counselor.

And remember! Unit and Camp government systems are the framework of democracy!

Let's think on these things in developing program with our girls:

1. Do we believe in the campers' ability to plan and carry out their plans?
2. Do we possess initiative and encourage initiative in others?
3. Can we listen to others' opinions and be guided by them?
4. Do we show interest in all phases of camp life?
5. Do we plan and work with the campers?
6. Do we generally remember that camp is for the camper--and that their well-being is always put first?

STEPS TO GOOD PROGRAM PLANNING

5. Talk afterward about what was good and what could make it better.

4. Begin with simplest parts of project and add to it step by step. Put the steps on the unit calendar.

3. Plan how each activity will be done and who will do it. Assign to Patrols or Committees.

2. List activities and equipment for carrying out. Can we get equipment? Is project possible?

1. Together select project.

THE PATROL SYSTEM IN CAMP

The patrol and Court of Honor system is the representative form of troop government that Baden-Powell evolved for Scouting. It is the kind of Government used by troops all over the world and has proved to be one of the best ways for young people to become leaders and followers.

Training in citizenship was written into the Girl Scout program at its very beginning and camp is the ideal place to make this training real. The camp is the girls' own community and has in it all of the basic elements involved in community life. It presents unparalleled opportunities for developing a functioning democracy. The setting alone however, is not enough. Its success depends on the entire staff.

Those of you who have worked with patrols in troops will be glad to know that patrols in camp work in much the same way. Each unit will set up its own patrol system. Two units may want to plan an activity together through the patrol system.

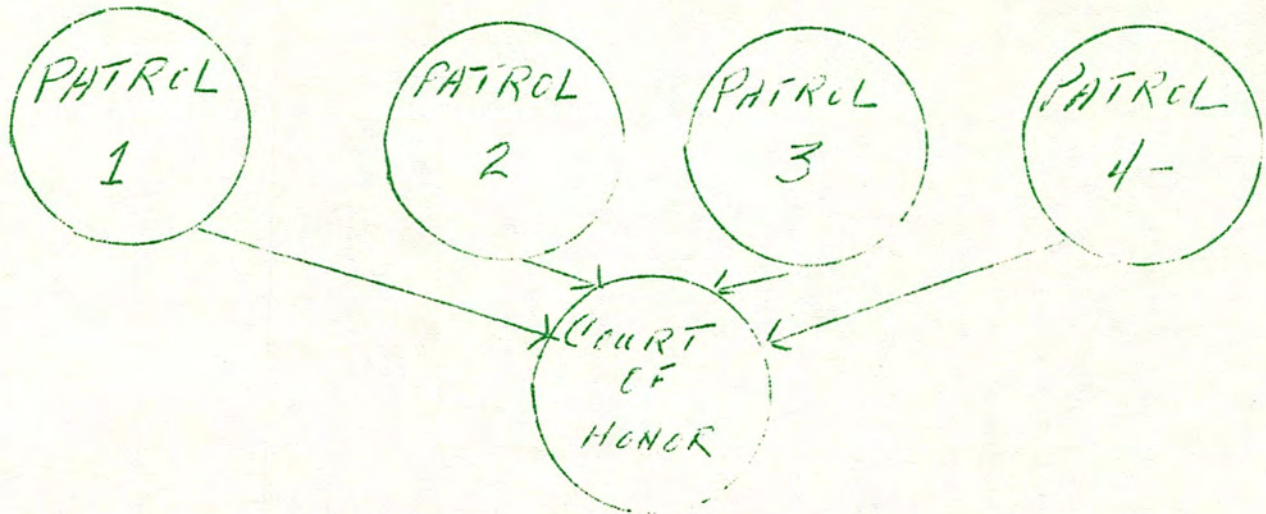
There are generally three patrols in each unit--two patrols of five and one of six girls. Campers in each patrol elect patrol leaders and assistants. In most cases they are elected for the full session. The patrol leaders are trained by the unit staff to take some or all of the following responsibilities:

1. Discussing ideas with the patrol and deciding what things would be fun to do in camp.
2. Representing the patrol in unit Court of Honor meetings in order to work out unit plans that would be fun for all. Reporting Court of Honor discussions to the patrol.
3. Working with the patrol on planning such things as campfires (dramatics, games, etc.,) and flag ceremonies when it is the patrol's turn.
4. Helping the patrol to observe rest hours and taps.
5. Working out patrol kaper charts so that jobs are distributed fairly.
6. Helping with kapers and seeing that they are done.
7. Helping to settle disagreements that arise.

Each unit also elects two campers (not necessarily patrol leaders) who will represent their unit on the Camp Council. These representatives will help plan the "All-Camp" activities.

During pre-camp training the staff will use the patrol system to help plan and carry out pre-camp training plans. This will give you the opportunity to observe the working of the patrol system first hand.

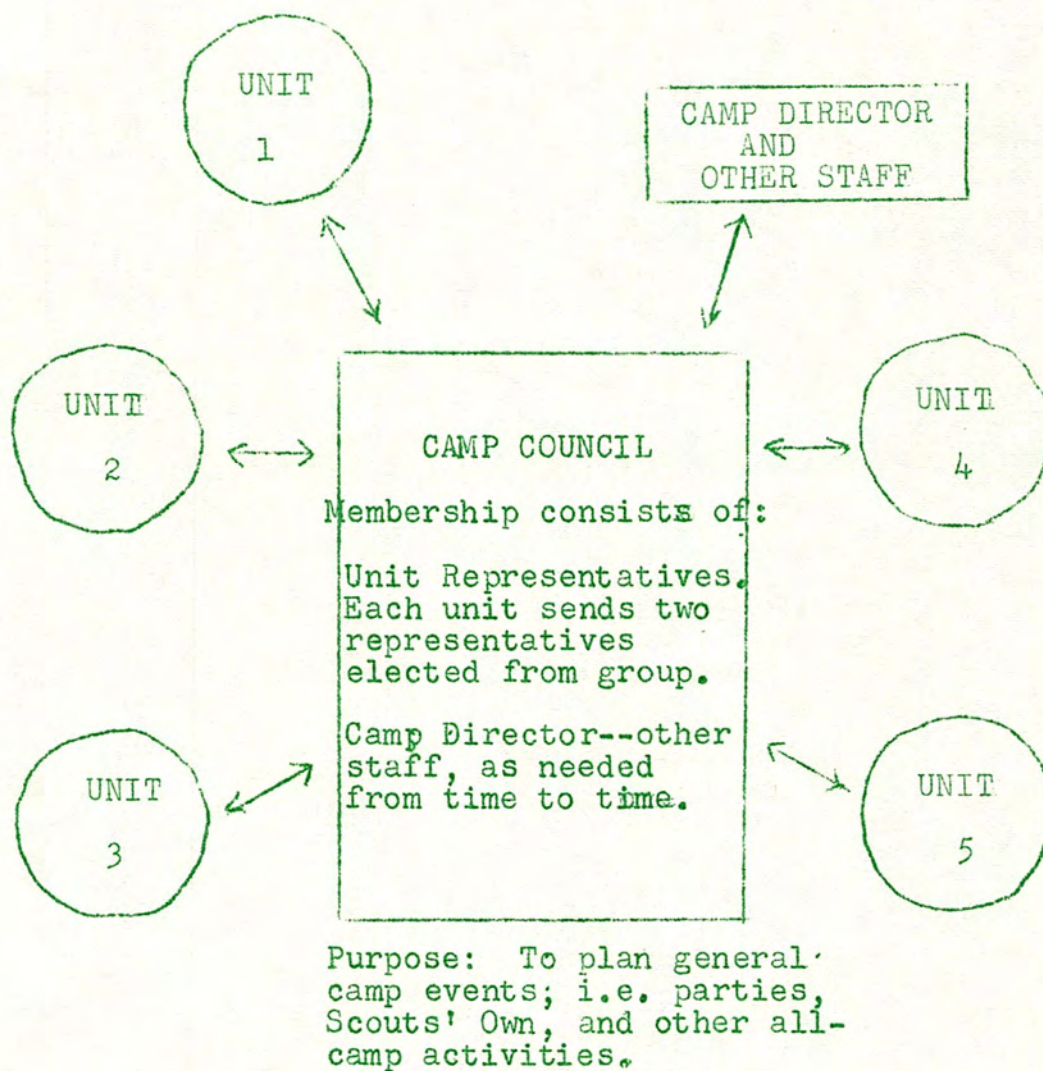
UNIT GOVERNMENT



1. Each patrol meets with a counselor to plan patrol activities and suggest some unit and all camp activities.
2. The patrol leaders meet together with the unit leader to plan all unit activities, and discuss all camp activities.
3. Each unit to send two girls to the camper council to plan all camp activities.

After each of these meetings reports are taken back to the campers.

TOTAL CAMP GOVERNMENT



The Camp Council meets as many times as necessary, during the session, depending upon the program it plans.

PREPARATION ON THE UNIT

BEFORE THE CAMPERS ARRIVE? EACH UNIT SHOULD BE PUT IN "APPLE PIE" ORDER BY THE UNIT STAFF.

1. Pick up paper and other debris.
2. Clean up kitchen and surrounding areas.
3. Inspect cabins for repairs needed.
4. Check to see that each cabin contains correct number of beds, orange crates, waste paper cans, wash basins, and buckets.
5. Scout and disinfect wash basins.
6. Sweep cabins.
7. Clean and arrange outdoor cooking equipment and other items-- brooms, rake, shovel, hatchets, etc.,
8. Clean and disinfect latrine.
9. Replenish supplies at latrine--toilet paper, paper towels, soap and disinfectant.
10. Have an attractive bulletin board display in the unit for the arrival of campers and parents.



SAMPLE DAILY SCHEDULE

CAMP PROGRAM is more than a series of related activities which are compatible with the out-of-doors. Camp program is also everything which happens from the time a girl comes to camp until she leaves.

Because of the very nature of our camps, certain program activities must be scheuled. Listed below is a daily schedule which is just an example of what a typical day may be like. Please remember that there are never two days exactly alike.

7:00 Rising bell
7:30 Hoppers report to set tables.
7:50 Colors (Don't be late)
8:00 Breakfast
9:15 Unit activities (Kapers should be done by this time.)
11:30 Hoppers report to set tables.
11:55 Warning bell
12:00 Lunch (Trading Post, Mail Call after lunch)

1:15 Rest hour
2:30 Unit Activities
5:15 Hoppers report
5:30 Colors
5:45 Dinner
6:30 Meadow - Activities for all units.
7:30 Campfire
8:45 Ready for bed
9:00 Taps.

THIS PROGRAM IS SUBJECT TO CHANGE

HOWEVER ONLY UPON NOTICE.

KAPERS

1. Kapers are an important part of camp. Make them fun and interesting.
2. All kapers are to be done before or after breakfast.

ALL CAMP KAPERS

HOPPERS: Report 30 minutes before each meal to ~~set~~ tables.
WAIT on the tables during the meal
CLEAR the tables

PEARL DIVERS: WASH all the dishes
WASH off the tables
RETURN dishes to cupboard

LODGETTS: SWEEP the lodge floor and porch after each meal.
TIDY up the fire place and all cupboards etc.
in the lodge
REFILL the woodbox

COLOR GUARDS: RAISE and LOWER the flag
CLEAN grounds around the lodge once a day

MOP MAIDS: CLEAN the SHOWER HOUSE once a day
CLEAN the "CASTLE" and refill the supplies.

UNIT KAPERS

This is left up to each individual unit.
HOWEVER these things should be done daily.
CLEAN ground, fire circle, refill wood pile
CLEAN latrine

This also can be included in KAPTER CHART
COOK, DISHWASHERS, CABIN CLEANERS, CRAFT BOX
KEEPERS, etc.

THE SEVEN BASIC SKILLS OF CAMP

Let's see that every camper has an opportunity to learn or perfect these skills while at camp. Use the seven skills as a basis for planning unit program.

1. Know good manners in the out-of-doors; know the rules of the road. (Hike with buddies--leader at front and back, etc.)



Charades
Discuss
Dramatize
Paper bag puppets
Shadowgraphs
Pantomime

2. Know how to dress for outdoor activity.



Style Show
Dramatize

3. Know how to tie a Square knot and a clove hitch.



Bedrolls
Wash stands
Shoe racks
Bulletin Board
Luggage racks
Clothes lines

4. Know how to use and care for a knife. (Opening, closing, passing, cleaning, sharpening, whittling.)



Demonstration and practice
Whittling
Shavings

5. Know simple first aid. (Blisters; burns, cuts, splinters, sunburn.)



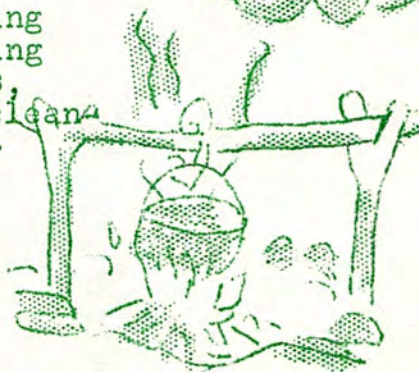
Dramatize
Games and contests
Demonstration

6. Know how to choose the spot for a fire--how to build it and how to put it out. (Woodpile, "A" fire; log cabin, lighting fire, safety precautions.)



Demonstration
String burning contest
Campfires
Cook-outs

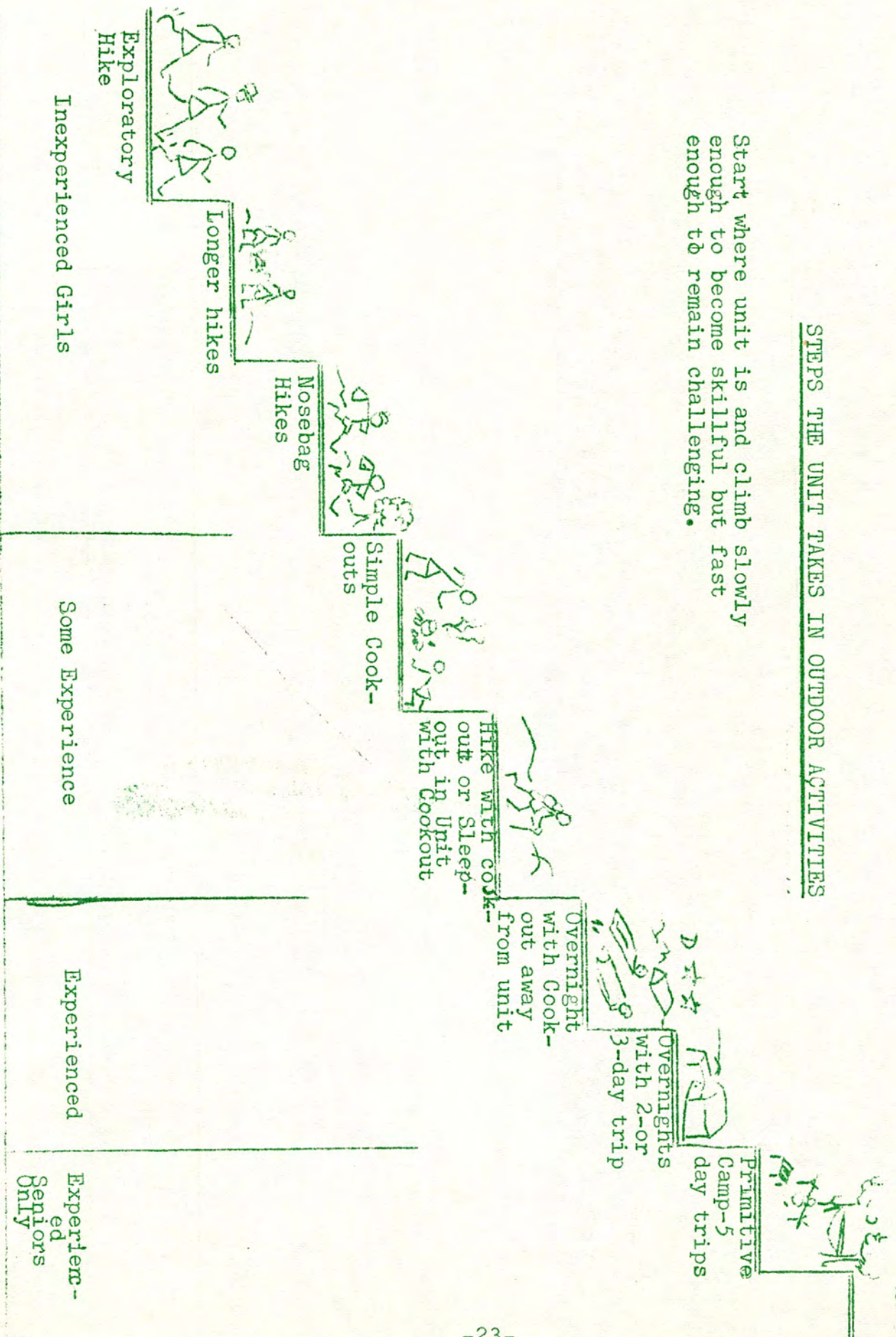
7. Know how to cook something for yourself and something for your patrol. (Menus, cooking, soaping pots, cleanup, dining area, centerpiece, grace.)



Stick cookery
Patrol cook-outs
Unit cook-outs

STEPS THE UNIT TAKES IN OUTDOOR ACTIVITIES


Start where unit is and climb slowly enough to become skillful but fast enough to remain challenging.

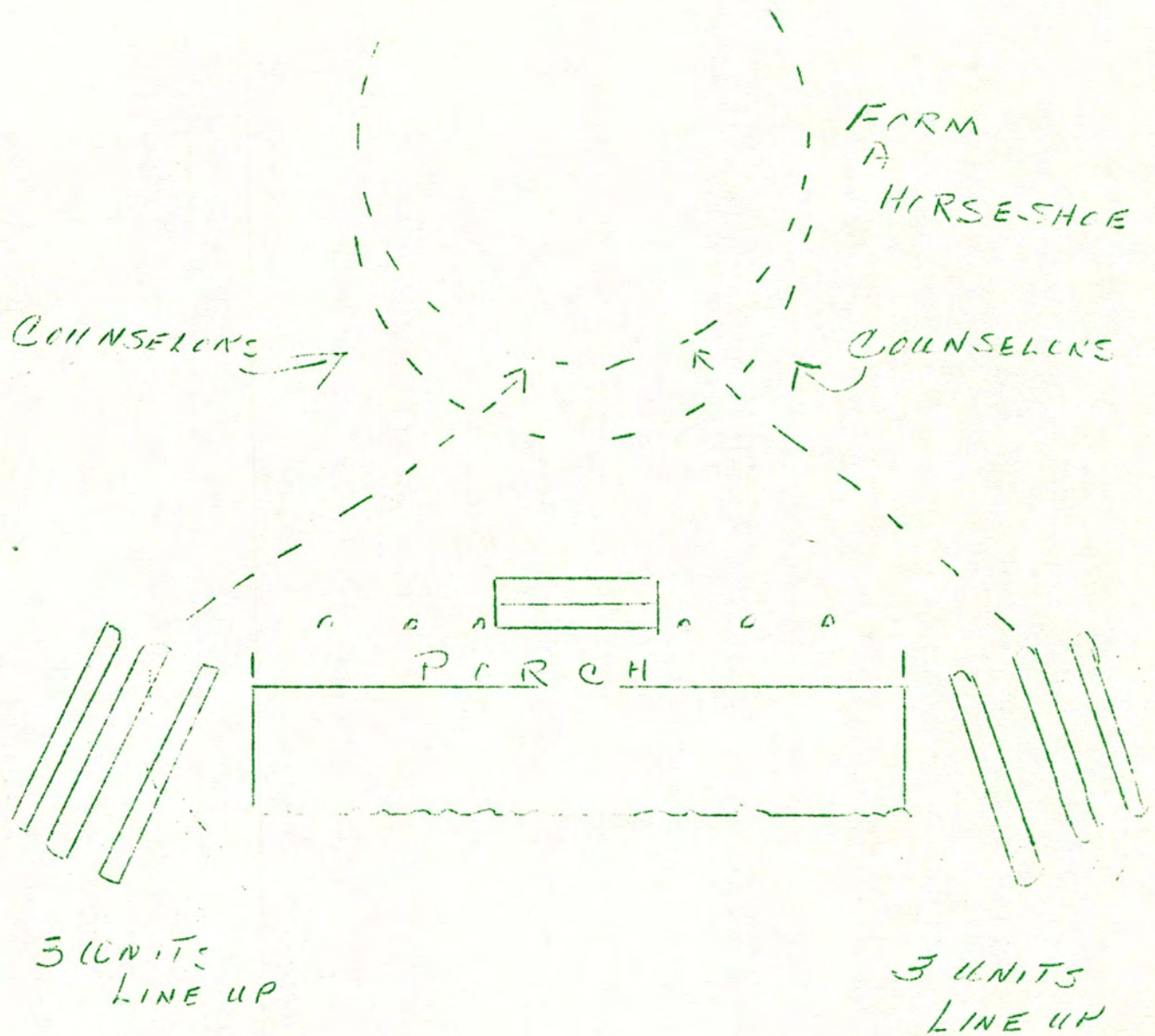


AN OUTDOOR FLAG CEREMONY

- COLOR BEARER:** The Color Bearer carries the flag to the flag pole. She turns and hands the flag to one of the guards behind her while she prepares to lower the rope.
- COLOR GUARD:** The color guard follow the color bearer in formation depending on the number of color guard. There are generally four color guards but there may be two, six, or eight.
- COLOR SASHES:** Red in color. The color bearer's sash is worn over the right shoulder and tied with a square knot under the left arm at the waist. For the color guard, the sashes are tied around the waist with a square knot on the left side. The sashes are placed on each other by the color guard and removed the same way. And they do not talk while wearing them or while removing them.
- FORMATION:** The camp proceeds in single or double file and forms a horseshoe around the flag pole area. The color guard (bearer and guards) advance through the opening in the horseshoe to the flag pole. A signal may be given by a person in the horseshoe such as "Color Guard, Advance" or by a hand signal.
- CEREMONY:** The flag is raised on the pole by the color bearer. The girls in the horseshoe salute as soon as the first hook is fastened and continue saluting until the flag has reached the top of the pole. The rest of the ceremony itself may vary but often consists of Pledge of Allegiance, patriotic poetry, Promise, and songs. The ceremony should be short enough that the girls may remain quiet. Dignity is the keynote of a meaningful flag ceremony. After the ceremony the color guard (bearer and guards) retire first. Then on a given signal, the rest of the camp leaves the horseshoe formation.
- SILENCE:** There is absolute silence from the time the camp moves forward from starting point until it returns to starting point or is given the signal to disband. The color guard (bearer and guards) is the "official guardian" of the flag for the entire period of the ceremony. They do NOT salute, sing, or speak during the ceremony.
- SALUTE:** The color guard salute the flag after the color bearer has secured the rope to the pole. The camp salutes the flag when it is being raised on the pole and when given signals such as "Shall we pledge allegiance."
- RETIRING:** The color guard retires the flag on signal from the leader, "Color Guard, retreat." Each member of the color guard takes one step to the side and then turns to form an aisle. The color bearer does an about face and walks through the aisle. Then the color guard takes its original position behind her and retreat to the starting point. The girls in the horseshoe remain in position until given the signal to return to starting point or to disband.

X COLOR
XX GUARD
ENTER FROM
HERE


FLAG POLE



SCOUTS' OWN

"Scouts' Own is a Girl Scout meeting held in the troop or at camp in which Girl Scouts have an opportunity to reaffirm their ideals. It embodies the Girl Scout code--the Promise and Laws-- and is a meeting in which the individual gains inspiration and dignity of spirit. Because it is the Girl Scouts' own program, it is planned and carried out by them and their leaders. There is no special time for Scouts' Own on the camp calendar. At camp a quiet time, such as in the evening, is usually chosen. The theme for Scouts' Own program grows out of poems, narratives, current camp events, or human interest stories. A singing chorus may create an effective background or a speaking chorus may be used.* Unit Scouts' Own that grows out of camp experiences shared by the girls of one age group have been successful. All-camp Scouts' *Dramatics for Girls Scouts.

CAMPFIRE PROGRAMS

Gathering around the campfire at the close of a happy day in camp is an occasion for both fun and inspiration. A balance of gay, lively activity and quiet, inspirational participation makes for a good campfire program. Campfires are an important part of camp program for both the unit, in camp and on out trips, and the total camp.

Campfire traditions, such as the ceremony of lighting the fire, the observance of not crossing the council circle, kneeling when adding fuel to the fire, and the friendship circle at the close of the program are all important to both campers and staff.

Campfire program may consist of singing, telling stories, playing circle games, costuming, pantomimes, skits, instrumental music, poems, discussions, get-acquainted games, etc.; always ending with the more quiet, peaceful part of the program. It is traditional for TAPS to be sung or played on the bugle to signify the end of the day's activities, whether it be at a campfire or not.

"Kneel always when you light a fire!
Kneel reverently, and thankful be
For God's unfailing charity."

"When we sit around the campfire in the night wood, the dark shadows advance and retreat like furtive, grotesque goblins. Sparks and smoke drift upward to mingle with the stars, and the night sounds of the forest bring a symphony of the past when man sat around the first campfire. Since time memorial men have thus sat about the fire, singing and dancing, telling stories, playing games." From Council Fires, Ellsworth Jaeger.

Campfire at camp will be one of the most cherished memories of your Scouts.

CAMPFIRE PROGRAMS

WHY NOT TRY SOME NEW FIRELIGHTING CEREMONIALS?

Fore example: Read a fire invocation or poem. (Use an original verse by a camper.)

Try sandpainting with an invocation.

DEMATICS

Try a story fire. Bring a favorite book such as Winnie the Pooh, Just So Stories, Paul Bunyan, etc.

A Pageant fire is great fun. The girls can let their imaginations work on Indian themes and work out simple repetitious dance steps and pantomime autions that tell a story. For example. "The Story of How Corn Came to Earth " could be developed from the girls' ideas.

TIE IN CRAFTS

Good luck or friendship sticks could be made and exchanged among campers.

Colored paper masks have unlimited possibilities for campfire dances. Musical instruments such as drums, (from tin cans, rubber inner tubes); rattles (from bark, tin cans); bull roarers (from wood).

EVENING ACTIVITIES may include others than the actual campfire.

1. Invite another unit to a party
2. Treasure hunt
3. Nature scavenger hunt
4. A folk dance evening
5. Make candy or pop corn
6. A circus or carnival
7. An evening of active games, followed by a short quiet campfire.

The following song was written by Mrs. Mabell Stinton of St. Helens at Camp Kiwanilong in 1948. It has come to be our special camp song, and the girls enjoy singing it often, especially at the close of campfire programs, in the evening or around the dinner tables. Usually there are a few who can sing second parts which add to the beauty and enjoyment of the whole. The girls like to sing it for company, and always sing it for Kiwanis Club visitors.

KIWANILONG

Tune: Genevieve, Sweet Genevieve

Kiwanilong, Kiwanilong,
Where new friends meet and old friends throng,
We pledge our hearts and love to you,
Forget you not will be our song.

We thrill to song birds when we wake,
And sunlight streaming o'er the lake,
To winding trails and graceful pines,
And glowing fires that closer bind.

Kiwanilong, Kiwanilong
Where new friends meet and old friends throng,
We pledge our hearts and love to you
Forget you not, will be our song.

ALADDIN'S LAMP

In the Land of Dreaming
Bright with colors gay
Strolled a carefree singer
At the break of day.
He was called Aladdin
And he sold his wares
In the Land of Dreaming
Never touched by cares.

In the Land of Living
Built by human hands
Carefree singers gather
Here from many lands.
They are called the seekers
Of Aladdin's wares
In the Land of Living
Never free from cares/

Chorus;
New lamps for old
Tarnished ones for gold
Aladdin is selling
New lamps for old,
Aladdin is selling
New lamps for old.

In the Land of Guiding
Let us do our part
Brownies, Guides, or Rangers
We are one at heart
Lend a hand and be prepared
Clad in brown or blue
In the land of Guiding
Let us all be true.

PROSPECTOR LULLABY

As we all sing out oo-hoo
And the mountains answer too,
As we gather 'round the campfire
At the close of day.
And the crickets sing oo-hoo
And the nestling birds dd-hoo
As Mother Nature lulls her babes to sleep.
As we rest by a rippling stream
In the campfire's friendly gleam,
The stars look down and bless the hillside all around.
As we softly hum oo-hoo

And the echoes came oo-hoo
As the embers die we sing a good,
good night. --Jeanne Kearns

GUIDE MARCHING SONG

Who are these swinging along the road
With a pack on their back, a song in their heart
to ease the load.
It's been 40 years or more since they started
through the door
And they're coming along as gay and as strong as
ever they came before.
They are Guides, all Guides and in unexpected places
You'll meet their friendly faces and a ready hand
besides.
There's not much danger of finding you're a stranger
for commissioner or ranger, they are Guides; all Guides.

BEEN RIDIN'

Been ridin' since daylight in shadow and sunlight
And now in the twilight we're traveling slow.
The coming stars guiding, we'll keep on ridin'
Down the trail where the sun hangs low.

Chorus:

Jogging along to nowhere
Jogging along all day
Jogging along to nowhere
We sure know the way.

There's no cabin waiting and nobody watching
And no one to welcome us homeward and so
We'll ride on together, whatever the weather,
Down the trail where the sun hangs low.

Some day we'll quit ridin', the Big Boss providing,
And then we'll be ridin' the trail that we know.
The sun will be setting, and we'll be forgetting
Down the trail where the sun hangs low.

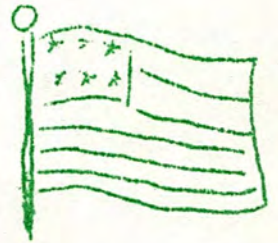
THE MOUNTAINS HIGH

The mountains high bring peace and joy to all
As in the night, a star will break and fall.
The cool, clear stream will wash your cares away;
The tall straight pine brings strength at close of day.
So close your eyes and softly say a prayer
That day will come with hopes and dreams to share.
Goodnight! Goodnight! Goodnight!
----Words and music by Jeanne Kearns and Jackie Van Valin
Flying 'G' 1946

CAMP JARGON

1. KAPPE CHART. MEANS OF DIVIDING PATROLS FOR DOING JOBS
2. NOSEBAG. PAPER SACK LUNCHES
3. TAPS. GOODNIGHT BUGLE CALL; LIGHTS OUT
4. FIREBUCKETS. PATIS OR WATER HANGING ON THE CABINS TO BE USED ONLY IN CASE OF FIRE
5. PILLBOX. FIRST-AID INFIRMARY BY THE LODGE.
6. CAMEL. HE WHO DOES NOT SIT UP STRAIGHT AT THE TABLE
7. COLORS. FLAG RAISING CEREMONY
8. RETREAT. FLAG LOWERING CEREMONY
9. KLONDIKE. TYPE OF BEDROLL
10. HOBO STOVE. STOVE MADE OUT OF #10 TIN CAN
11. SNOOP. SHORT HIKE
12. S'MORES. FAVORITE COOK-OUT DESSERT
13. FRIENDSHIP CIRCLE. TRADITIONAL SCOUT CLOSING CEREMONY
14. GIRL SCOUT MOTTO. "BE PREPARED"
15. LASHING. METHOD OF FASTENING STICKS TOGETHER WITH BINDER T'INE
16. WALKING STICK SALAD SALAD FOLDED UP IN LETTUCE LEAVES**GOOD FOR HIKES
17. BUDDIES. HIKING PARTNERS
18. CAMPFIRE CIRCLE. SOMETHING WE NEVER CROSS, BUT GO AROUND
19. SCOUTS' OWN. INSPIRATIONAL SERVICE
20. TRADING POST. PLACE TO BUY STAMPS AND NECESSITIES
21. PONCHO. WATERPROOFED GROUND CLOTH
22. SIT-UPON. "RAILROAD BANDANA" OR MOISTURE PROOF PAD

AND MANY MORE THAT YOU WILL
HEAR THROUGHOUT THE SUMMER!



RESOURCE BOOKS

If you have the opportunity and want to get a "head start" in your preparation for camp, you might look over the following books:

GROUP WORK

Girl Scout Leader's Guide--Girl Scout Publication
The Art of Group Discipline--Rudolph M. Wittenbery
So You Want to Help People--R.M. Wittenbery
Camping Magazine--Published by American Camping Association Monthly

CAMPCRAFT

Your Own Book of Campcraft--Kit Hammett, Publishes by Pocket Books, Inc.
Camping and Woodcraft--Horace Kephart
Girl Scout Handbook--Girl Scout Publication
Camp Program--Kit Hammett

NATURE

Leader's Nature Guide--Marie Gaudette
Adventuring in Nature--Girl Scout Publication
Girl Scout Handbook--Girl Scout Publication
Any Girl Scout songbook

DRAMATICS

Dramatics and Ceremonies for Girl Scouts--Girl Scout Publication
Creative Dramatics--Lease and Siks

ARTS AND CRAFTS

Arts and Crafts with Inexpensive Materials--Girl Scout Publication
Creative Handicrafts--Girl Scout Publication
Girl Scout Handbook--Girl Scout Publication

CAMP PROGRAM

Camp Counseling--Mitchell and Crawford
Program in Girl Scout Camping--Girl Scout Publication

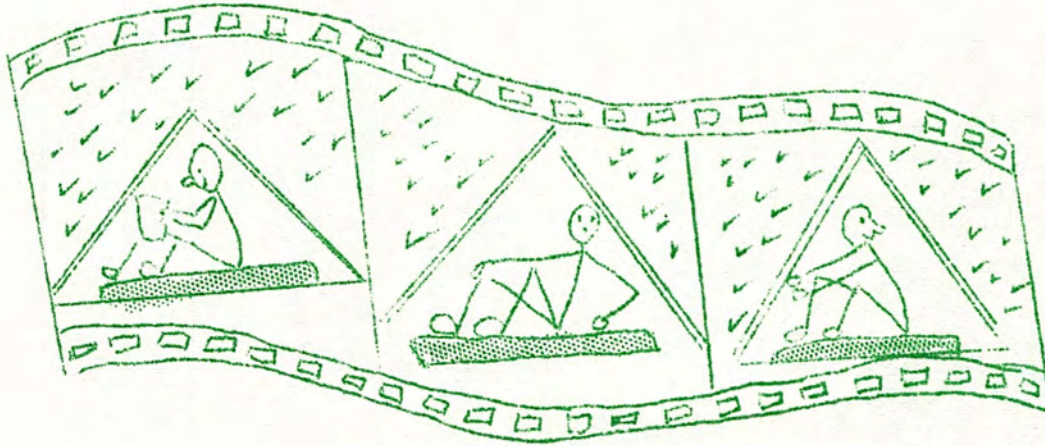
HEALTH AND SAFETY

Safety Wise--Girl Scout Publication
First Aid Textbook--American Red Cross

And your own favorite books on poems, stars, nature, program etc.

A GOOD CAMP COUNSELOR IS AT ALL TIMES:

PHYSICALLY FIT
MENTALLY ALERT
EMOTIONALLY SERENE
SOCIALY ADEQUATE
SARTORIALLY SMART



ALWAYS EMOTIONALLY SERENE



LET THE CAMPER'S DESIRES GUIDE THE
CAMP PROGRAM" BE FLEXIBLE!

DON'T LEAN TOO HEAVILY ON THE
CAMPER'S!

TABLE GRACES

Hark to

HARK TO THE CHIMES

Hark to the chimes,
Come bow thy head,
We thank Thee, God,
For this good bread.

ALLELUJAH

Allelujah,
Allelujah,
Amen,
Amen,

OH, GIVE THANKS

Oh, give thanks,
Oh, give thanks,
Oh, give thanks unto the Lord,
For He is gracious,
and His mercy endureth,
endureth forever.

POUR LA JOIE

Pour la joie Pour tes dons
For Thy joy at our board,

Nous te louons;
We thank Thee, Lord.
Pour la joie Pour tes dons
For Thy joy at our board

Nous te louons
We thank Thee, Lord.

SCOTTISH GRACE

Some ha'e meat and conna eat,
And some ha'e none and want it,
But we ha'e meat and we can eat
And so the Lord be thanket.

OH, RENDER THANKS

1 2
Oh, render thanks to God above,
3
the font of love.

FOR HEALTH AND STRENGTH

For health and strength and
daily bread, we praise Thy name,
O Lord.

Spanish: Nos damos gracias,
O Senor por nues tra pan de hoy.

JOHNNY APPLESEED

Oh, the Lord is good to me,
And so I thank the Lord,
For giving me the things I need,
The sun and the rain
And the appleseed,
The Lord is good to me.

BACK OF THE BREAD XX

Back of the bread is the flour
And back of the flour is the mill,
And back of the mill is the wind
and the rain,
And the Father's will.

Morning
Noontime is here
Evening
Morning
Noontime is here,
Evening

Morning Ev'ning, Noon and
Night

Morning, evening, noon and night
For all Thy gifts we thank Thee, Lord.

GOD HAS CREATED A NEW DAY

God has created a new day,
Silver and green and gold;
Live that the sunset may find us
Worthy His gift to hold.

WAYFARER'S GRACE

For all the glory of the Way,
Pour la beaute de nos chemins,

For Thy protection night and day,
Pour aujourd'hui et pour demain,

For roof-tree, fire, and bed and board,
Et pour ce pain que nous mangeons,

For friends and home, we thank Thee, Lord.
Pour nos amis, nous Te luons.

TRAVELER'S GRACE

We thank Thee for all our daily bread,
We thank Thee for all our friends so true,
For fields and flow'rs and mountains high,
The endless space of the sky so blue.

We thank Thee for all the winding roads,
We thank Thee for all the stars so bright,
For desert sand and forests green,
The campfire glow in the lovely night.

CHALET GRACE (Benedicite de Notre Chalet)

You, who have worked today for our refreshment,
Come and partake; You who have worked today
Come, share with us this bread, for friendship's sake.

Toi, qui a travaille a notre table;
Viens tasseoir; Toi, qui a travaille
Viens partager le pain de lamitie.

CAMP KIWANILONG
Route 1
Warrenton, Oregon

GUIDE POSTS FOR COUNSELORS

Most of the following practices at Camp Kiwanilong have been evolved from experience with the help of camp staff and camp committee members. Each year staff will be given opportunities to make suggestions for improvements in these policies and such suggestions will be carefully considered and incorporated if practical and/or possible.

Camp Kiwanilong is a small community. The actions and behavior of each one affects not only the other members of the camp staff but are also reflected in the attitudes of the neighbors and town folk toward camp. It is expected that camp staff will conduct themselves both in camp and in neighboring areas in such a way that respect for the camp will be strengthened. Attitudes are contagious. A successful camp depends upon your enthusiasm throughout the entire season.

There shall be no drinking on the camp site. It is also understood that a person returning to camp who will be on duty with campers, will not have been drinking immediately previous to her return. Persons returning to camp even tho not on duty right away should be considerate of others who may be asleep and should conduct herself as a responsible, thoughtful adult.

Since staff members in a camp work closely not only with campers, but with each other, it is also expected that each one try to create a happy and stimulating environment, try to understand one another and do her share to make Kiwanilong a place in which all are to work and a place to which all will want to return. All staff cabins must be orderly with beds made each morning. Remember that campers model their housekeeping on staff example.

In addition to being responsible for a high degree of maturity in personal conduct, it is also expected that each staff member assumes responsibility for proper care and use of camp property and equipment and for reasonable economy of lights, hot water and materials.

Staff at Camp Kiwanilong is hired by the camp committee and not by the camp director whose job is a seasonal one. The staff is hired by the committee, but each staff member is directly responsible to the camp director. The director will outline the work and set up the camp procedures. If a staff member has any problems in regard to her job or work situation, she may arrange to discuss these privately with the camp director. If the director is unable to answer or remedy the situation she may then apply to Miss Isabel McCullough, Camping Director, Columbia River Girl Scout Council.

TIME OFF: Each staff member is entitled to 24 hours off in each session. There will be a staff break between 2nd and 3rd session.

In addition, each staff member is allowed two hours each day to herself. This time is for rest and relaxation and it is not necessary to stay in the unit. However, counselors are expected to stay on camp property during two hour break.

PAY DAY AND DEDUCTIONS: Salaries are paid at the end of the camp season. Salary checks will be delivered after the camp has been closed and equipment inventoried. Deductions from checks include withholding tax, social security, state withholding tax, and state industrial accident insurance. (Your deduction for state industrial accident insurance amounts to 2¢ a day; the Council pays larger share of your SIA protection.)

PHYSICAL EXAMINATIONS AND MEDICAL CARE AT CAMP: A physical examination by a doctor of medicine is required for all staff as a protection to the staff member herself, to other staff, and to the campers. Medical examination forms are sent each member at the time of employment and these are filled by the staff member's physician before arrival at camp. A staff member who becomes ill is isolated in the camp infirmary and is under the care of the camp nurse, who consults with the camp doctor when necessary. If illness is prolonged or if extensive treatment is necessary, arrangements will be made to have the staff member leave camp. In such cases the staff member is covered by medical insurance provided the illness is contracted at camp. A staff member is expected to assume her own dental bills. If an injury received while on duty is more serious than can be handled by the camp nurse and has to come under a doctor's care, the member will not be billed. Each staff member is covered by medical and accident insurance for illnesses and accidents while engaged in the work of the camp. Such accidents or illnesses are to be reported immediately to the camp nurse or to the camp director. Kiwanilong does not carry polio insurance.

FACILITIES AND PRIVILEGES:

1. There is a washing machine and wash tubs on the south side of the wood shed for the use of the staff.
2. The lodge is only open to counselors for smoking and relaxing AFTER TAPS until eleven. Smoking in the Counselors' Retreat is allowed at any time. Smoking is permitted only during break. A Counselor NEVER leaves her campers for a cigarette.
3. All counselors are urged to be in bed by eleven, except on nights off.
4. Irons and ironing boards are provided in the Counselors' Retreat.
5. A telephone is maintained at camp. Staff are to reimburse the Assistant Director for any long distance calls. Staff may be called to the phone during meal times. At other times messages will be taken and delivered to the units.
6. The camp mailing address is Camp Kiwanilong, Route 1, Warrenton, Oregon.
7. No bathing suits (without sweat shirts), hats or pin curls in the dining hall, please.
8. If a staff member remains in camp during the intermission period she will be able to use the camp food, but will have to do her own cooking as the cooks are not on duty at that time.
9. All staff members are requested to notify the Camp Director, Camp Kiwanilong, Route 1, Warrenton, Oregon (Telephone 861-1047) the time and date of arrival. Arrangements to meet bus in Astoria or airlines will be made if necessary.

5-29-64

EQUIPMENT LIST

1 pair official Girl Scout Bermuda Shorts (Catalogue no. 8-159)
1 pair green knee socks for Girl Scouts (Catalogue no 7-132)
1 white TAILORED shirt or blouse
Jeans or slacks
Shirts and shorts
Sweater, jacket or sweatshirt (evening and mornings are cool)
Two pairs of low heeled shoes; socks are to be worn with shoes at all times.
Cowboy boots or hiking boots are nice to have. Grass wet with dew in the mornings.
Rubber boots, raincoat and hat or scarf.
Bathing suit
White bathing cap
Camera (optional)
Four warm blankets or sleeping bag.
3 yards of plastic for ground cloth
Towels, washcloth, toothbrush, toothpaste, soap, toilet articles.
Comb-brush
Tin or plastic cup for personal use.
FLASHLIGHT (most important)
Pencil and notebook or clipboard
Books on nature, crafts, campcraft, songs, dancing, etc.
Musical instruments (optional). Council not responsible for damage.
Portable radios (battery)
Camp Kiwanilong has a three speed player. If you like, bring records.
Not any music treasures, as this is sandy country and it is hard on good records.
Just a hint about clothes--try to bring those that stand up under rough wear; also, it helps not to have to iron a lot.
Laundry bag.
Plastic sand bucket to carry toilet articles.
Wall shoe bag (wonderful for odds and ends as well as shoes.

SEE YOU SOON AT CAMP KIWANILONG

Camp Kiwanilong
Route 1, Warrenton, Oregon
June 5, 1964

Dear *Cathy*

Enclosed you will find (1) your medical examination form which you are to bring to camp completed.

(2) "Guideposts for Counselors"-- 3 mimeographed sheets important for you to read before you come to camp.

On the last page of the Guideposts you will find a suggested equipment list. Please note that each staff member is requested to bring 1 pair official Girl Scout Bermuda Shorts (Equipment Catalogue no. 8-159), 1 pair green knee socks for Girl Scouts (Equipment Catalogue no. 7-132) and 1 white TAILORED shirt or blouse.

In order to get a good start on our pre-camp training I am asking the unit leaders and the waterfront director to be at camp by 5 PM on June 27th. The rest of the staff should be at Kiwanilong by 5 PM on Sunday June 28th so that you will be all settled and ready to begin our pre-camp training on Monday morning June 29th.

Directions for reaching Kiwanilong by car are in the enclosed camp folder. Those of you who are coming by bus or airplane will be met by a member of the camp staff.

I would appreciate it if EVERY CAMP STAFF MEMBER WOULD DROP ME A POSTCARD AT THE SUMMER CAMP ADDRESS ADVISING ME WHAT TIME YOU WILL ARRIVE AND BY WHAT TYPE OF TRANSPORTATION. ADDRESS:

MISS MARGARET HOPKINS
Camp Kiwanilong
Route 1
Warrenton, Oregon

Both the assistant director (Miss Jeanne Gerdon) and I will be making Kiwanilong our headquarters after June 22nd. The camp phone is 861-1047. If you don't get an answer (and we will be busy all over camp and in town), telephone Mrs. Vernon Fowler, camp chairman 325-3689

or
Mrs. William Reuter
325-0962

This is going to be a wonderful summer at Kiwanilong. In this first year of Columbia River Girl Scout Council the registration has been record-breaking. Disappointed girls have been turned away since May 15th because the camp is full to overflowing. Most of these girls are coming from long distances expecting out-of-this-world camping experiences! It's up to us to fulfill these expectations.

Cordially,

M. Hopkins
Margaret Ann Hopkins
Camp Director

Plan on being in camp 4th of July.


GIRL SCOUT LEADER NOTEBOOK

GIRL SCOUTS OF THE UNITED STATES OF AMERICA
830 Third Avenue • New York 22, N. Y.



This book was written by
ELIZABETH SHEEHY, Program Department

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CHAPTER 1

A MESSAGE TO THE LEADER

You are the leader of a Girl Scout troop!

The yellow leader ribbons you wear on the shoulders of your uniform give testimony to the fact that you are holding the most important adult position in Girl Scouting.

Just what does it mean to be a Girl Scout leader? That is something you will discover for yourself, for leadership of girls is a very personal thing. It can mean the shining faces of girls eagerly planning their activities with you; the determined look of a teenager tackling a difficult project; a small hand slipping gently into yours at campfire time; a sense of awe and dedication during a flag ceremony. Leadership can bring the joys of kinship with girls, the stimulation of new adult friends, the sincere thanks of parents, the satisfaction of performing a worthwhile service.

YOUR PLACE IN THE TROOP

Forming clubs is nothing new for girls. If you look back a moment, you may recall a gay but short-lived "Secret Seven Society" or "Happy Thoughts Club." Enthusiasm dwindled as finances became difficult or interests of the members became too varied, and the club broke up. Does it sound familiar?

Girls still get together to do all sorts of things in groups which they cannot do alone. With or without elections, some girls become group leaders. Smaller subgroups form within a group. But, too often and too soon, the whole bright idea may become just one of those childhood memories.

The Girl Scout program builds on young girls' natural interests in clubs and helps make it something more lasting and worthwhile through the addition of adult leadership. Many good ideas which would otherwise die in the planning can be carried out under the guidance of troop leaders.

You bring many things to your leadership job. You bring the sum total of everything you have been—your experience and skills and talent. Perhaps you have a way with plants, or a flair for cooking, or an interest in folk music. These can be shared with girls. You can also bring a desire to learn new things with girls.

The most valuable thing you can bring to Girl Scouting is a belief in girls and a willingness to accept their giggles and foibles along with their refreshing enthusiasm.

The girls' focus is on adventure and activities; your focus is on girls. The *Handbooks* for girls are filled with suggestions, all care-

fully chosen to help girls learn the values stated in the purpose of Girl Scouting.

HOW TO USE THIS BOOK

To help you prepare yourself for leadership:

1. Read Part I of this *Leader Notebook*, for a total picture of the Girl Scout Program for girls seven through seventeen. This overview is necessary before any one of the age levels can be understood adequately.
2. Read Part II of this *Leader Notebook*, for specialized information relating to your troop's age level.
3. Read the *Handbook* for the age level of your troop.
4. Use both books frequently, as your ready references.
5. Refer to the Glossary as you come across terminology unfamiliar to you.

Part I of the *Leader Notebook* is concerned with all girls and how they develop during childhood and adolescence; with the lasting values girls can gain through membership in the Girl Scout movement; and with ways in which you, through your leadership, can help girls to realize these values.

Much of the material is presented in chart form so that it will serve as a quick reference; a means of checking your ideas and plans against principles. For example, activities in the arts in the girls' *Handbooks* were chosen for appropriateness for the particular age level. The chart in the *Leader Notebook*, page 32, gives some guides for choosing activities. It is a base upon which to build as

the girls plan beyond the *Handbook* suggestions. Check ideas against the chart to see if they are appropriate for your age level. Such checking may reinforce your choice or it may help you determine which ideas not to try.

When using the charts, keep in mind that the lines between age levels are guide lines only—not barriers. For a girl doesn't abruptly stop being eleven and suddenly become twelve years old. She has been building toward that twelfth birthday for over eleven years!

If you are the leader of a Brownie Girl Scout troop, you will find that you can relate the Brownie sections of the charts to most of the girls quite readily. However, for those who are stretching beyond in some respects, you may get some pointers under the Junior or even the Cadette headings. Surely you will get a good preview of what lies ahead which will help you in preparing Brownies for Junior Girl Scouting.

Part II of the *Leader Notebook* is devoted to specifics in each of the four age levels. Here are suggestions for carrying out activities and supplementary material not included in the girls' *Handbooks*.

In the Appendix there are suggestions for further help which are referred to from time to time in the text.

THE GIRL SCOUT MOVEMENT

This book is only one of several aids as you start your leadership job. There will be peo-

ple—many of them, working to support your efforts. Most likely you will be working with another leader who will share your first concerns and your later triumphs. There will be leadership training available to you through courses and individual conferences.

You are one of three quarters of a million adults in Girl Scouting in the United States of America working in the interest of one of our country's most valuable resources—its girls. With these other adults, you dedicate yourself to the purpose of "inspiring girls with the highest ideals of character, conduct, patriotism, and service..." and accept the Girl Scout Promise and Laws.*

You wear the gold trefoil pin which signifies membership in the Girl Scout movement, and the blue and gold pin of the World Association of Girl Guides and Girl Scouts (WAGGGS). Each *Handbook* gives some information about WAGGGS. You are part of something extremely big and extremely important.

Yes, you are the leader of a Girl Scout troop. You will find no moment quite like that when you wear your Girl Scout uniform for the first time and see the pride in the faces of the girls. Your job will not always be easy, but it will be worthwhile. Through Girl Scouting you will be privileged to help shape the lives of many girls. You will see girls look up to you and expect from you an example which they can be proud to follow. You will become a better person through helping girls grow.

*Preamble to the Constitution of Girl Scouts of the U.S.A., see facing title page.

CHILD DEVELOPMENT

How convenient it would be if we could devise a formula or a timetable on the growth of a child; one to which we could refer and obtain precise, clear-cut characteristics of any girl at any particular age. If this were possible, we could determine quite easily the physical size of a seven- or eight-year-old; the reading ability of a nine-, ten-, or eleven-year-old; the interest in boys of a twelve-, thirteen-, or fourteen-year-old; the impact of world tensions on a fifteen-, sixteen-, or seventeen-year-old.

Convenient? Perhaps so, but not nearly as fascinating as the infinite variety we find among individual girls. For example, look at two ten-year-old friends, Mary and Sue.

Mary is tall, blond, usually smiling. Sue is short, dark-haired, often pensive. Sue reads well; Mary, haltingly. Mary jumps rope with agility. Sue seems uninterested. They both love to sing and do arithmetic. Both girls received bicycles a year ago, and Mary rode hers practically immediately. Even with her father's help, Sue could not seem to learn—six months later she tried again and learned slowly.

This brief sketch of Mary and Sue shows us, quite clearly, that growth patterns are unique and that the rate of development is highly personal to each girl. We can see, also, that the total development within each girl is uneven. Sue developed the intellectual power to read earlier, but Mary has developed faster physically.

Different as individuals are, however, there is an orderly progression of growth within each. Normally, children sit up before they can stand, stand before they walk, walk before they can perform other feats such as running or dancing.

The ability to achieve any given accomplishment relates to both a girl's own natural endowments and to the things she has learned previously. As girls grow, they must learn many things in order to satisfy their own expectations and those of their families, teachers, and friends.

The young child at first finds security in her parents and other adults—then, on entering school, she must learn to share her world with many other children. For some children,

this may be the first time they are expected to put on their own coats or mittens, to refrain from taking things not their own.

By the time a girl has completed one year of formal primary education and is ready to enter a Brownie Girl Scout troop, she is just beginning to move from an adult-centered world where parents and teachers are of greatest importance, toward a child-centered world where acceptance by children her age grows increasingly important.

During the next several years she will become more aware of herself and increasingly independent of adults. By the time she passes the middle teens, she will be very concerned with achieving adult social and economic status, and acquiring self-confidence and a system of values.

No book, no matter how large, could cover all the steps and stages of physical, intellectual, social, and emotional development of even one child. How much more impractical, therefore, would it be to attempt a classification of many children, coming from different home environments and possessing different abilities.

Use of Chart: *Moving Toward Maturity*

The chart on the following two pages shows a range of growth from early childhood toward adult maturity: pre-Brownie to post-Senior. Merely for the sake of example growth is somewhat arbitrarily divided into four phases:

- Physical
- Intellectual
- Social
- Emotional

The purpose of the arrows is to point up the general direction of growth.

MOVING TOWARD MATURITY

DEVELOPMENT

5-6-7-YEAR-OLDS

PHYSICAL

(Some Examples)

Large muscles (arms and legs) developing.
Hand-eye coordination not complete.
Energetic, but tires easily.
Highly susceptible to respiratory infections.

INTELLECTUAL

(Some Examples)

Command of language increasing rapidly.
Short attention span; short memory.
Fanciful imagination, beginning to recognize fact as fact.
Very creative.

SOCIAL

(Some Examples)

Moving from world of adults toward world of children.
Beginning to recognize rights of others.
Complying with rules they help make.
Beginning progress towards concepts of good and bad.

EMOTIONAL

(Some Examples)

Increasing control of emotions but jealousy and anger often strong.
Beginning independence, able to act without adult help.
Still very dependent on adult approval.

SOME GENERAL STATEMENTS

Child growth is multi-dimensional. Children develop physically, intellectually, socially, emotionally.

Children grow at varied rates. Each child has her growth sequence toward maturity.

Based on individual growth patterns and environmental factors, children become more different from one another as they mature.

Child growth is continuous and cumulative. For example, learnings in the home, the school, the church, and in youth groups build upon and reinforce one another.

15-16-17-YEAR-OLDS

Toward completion of physical growth.
Earlier awkwardness ending. Coordination improving.
Excellent health usual.
Fatigue common. Rest needed.
Posture improving.

Toward more abstract reasoning ability.
Toward formation of goals for education, career, family.

Improved relations with parents, older brothers and sisters.
Greater ease among age mates and adults.
Toward fairness to individuals.
Toward acceptance of responsibility for clothes, room, possessions.

Lessening emotional outbursts.
Toward sympathy and empathy.
Toward enjoyment of people for themselves, not just to serve own needs.
Toward concern about problems of larger dimension than own immediate personal ones.

EXAMPLES

In general, children mature from individualistic behavior toward parallel play, toward gang behavior, toward best friends.

Children tend to develop from short spans of attention toward more sustained interests.

Children move from dependence on adults toward independence from adults.

FRAMEWORK FOR PROGRESSION

At what age can a girl join? →

**ONE PROGRAM WITH FOUR
AGE LEVEL ADAPTATIONS**

BROWNIE GIRL SCOUTS
7 and 8-year-olds
(2nd and 3rd grades)

How does a girl join the movement for
the first time? →

**RECOGNITION OF
MEMBERSHIP**

Brownie Promise
Brownie Pin
New girls meet member-
ship requirements and are
invested.

How is her progression to the next age
level recognized? →

What suggestions are there for a troop's
first meeting? →

**HELPS TO NEW TROOPS
AND NEW LEADERS**

Program Starters

What is special about each age level in
the Girl Scout Program? →

**FRAMEWORK FOR ON-
GOING ACTIVITIES**

The Brownie B's
Brownie Girl Scouts
join together to:
Be Discoverers
Be Ready Helpers
Be Friend-Makers

After a troop gets started, how does it
go on? →

What does belonging to a council, a
national organization, a worldwide
movement do for a Girl Scout? →

WIDER OPPORTUNITIES

**Intertroop
Council**

How is a girl helped to move to the next
age level? →




**THE STIMULUS TO
CONTINUE**

**Bridge to Junior
Girl Scouting**

What is the essence of Girl Scouting? →

 **FOUNDATION** 
PROMISE AND LAWS, SERVICE, TROOP MANAGEMENT,

IN THE GIRL SCOUT PROGRAM

JUNIOR GIRL SCOUTS 9-10-11-year-olds (4th, 5th, 6th grades)	CADETTE GIRL SCOUTS 12-13-14-year-olds (7th, 8th, 9th grades)	SENIOR GIRL SCOUTS 15-16-17-year-olds (10th, 11th, 12th grades)
Promise and Laws Girl Scout Pin New girls meet membership requirements and are invested. Members have rededication ceremony.	Promise and Laws Girl Scout Pin New girls meet membership requirements and are invested. Members have rededication ceremony.	Promise and Laws Girl Scout Pin New girls meet membership requirements and are invested. Members have rededication ceremony.
Program Starters	Program Starters	Program Starters
Proficiency Badges Sign of the Arrow Sign of the Star	Proficiency Badges Challenges: Social Dependability Emergency Preparedness Active Citizenship The Girl Scout Promise First Class	Eight Indispensables Major Interests
Intertroop Council	Intertroop Council Intercouncil	Intertroop Council Intercouncil National-International Service Aides, LIT, CIT
Bridge from Brownie Girl Scouting Bridge to Cadette Girl Scouting	Bridge from Junior Girl Scouting Bridge to Senior Girl Scouting	Bridge from Cadette Girl Scouting and to adult Girl Scouting
<div>  FOUNDATION   </div> CITIZENSHIP, INTERNATIONAL FRIENDSHIP, HEALTH AND SAFETY (This Foundation will permeate all program through activities related to the arts, the home, and the out-of-doors.)		

AT WHAT AGE CAN A GIRL JOIN?

ONE GIRL SCOUT PROGRAM WITH FOUR AGE LEVEL ADAPTATIONS

	BROWNIE GIRL SCOUTS	JUNIOR GIRL SCOUTS	CADETTE GIRL SCOUTS	SENIOR GIRL SCOUTS
Age	7-8	9-10-11	12-13-14	15-16-17
School Grade	2nd-3rd	4th-5th-6th	7th-8th-9th	10th-11th-12th
No. Girls in Troop	16 to 20	20 to 32	24 to 32	24 to 32
No. Girls in Patrols		5 to 8	6 to 8	6 to 8
Leaders (Adviser for Seniors)	2	2	2	1

Girls from seven through seventeen years of age may join.

There is one Girl Scout program with four age level adaptations, each in harmony with the needs and interests of girls.

Composition of Troops

Have the recommended number including some girls of each age within range.

ADVANTAGES...

TO GIRLS

Fun of making new friends.

Opportunity to learn from girls a year or two older and to share knowledge with younger girls.

TO TROOP

Attendance large enough for projects to be well supported; skills varied enough to insure program vitality; interest diverse enough to provide choices and permit development of interest groups.

Money-earning projects carried out with relative ease; equipment for a wide variety of activities can be accumulated over a period of time.

The patrol system, in which Juniors, Cadettes, and Seniors gain experience in representative government, can function to best advantage.

Girls learn how to welcome and include new members and look forward to becoming the older, more responsible girls in the troop.

TO LEADER

Patrol leaders can take care of many troop management details and teach skills to new members.

Parent and sponsor interest is more easily sustained in a wide age range troop which has a continuing community identity.

Age and Grade

A sound basis for deciding placement of girls in troops.

- o First grade in school should be completed before a girl becomes a Brownie Girl Scout.
- o Age requirement usually waived in favor of school grade.
- o Unusual deviations of age and grade—joint decision on placement made by leaders, parents, and council (troop organizer).
- o Graduation of Seniors at eighteenth birthday or completion of 12th grade.

HOW DOES A GIRL JOIN FOR THE FIRST TIME?

HOW IS HER PROGRESSION TO THE NEXT AGE LEVEL RECOGNIZED?

RECOGNITION OF MEMBERSHIP

BROWNIE GIRL SCOUTS	JUNIOR GIRL SCOUTS	CADETTE GIRL SCOUTS	SENIOR GIRL SCOUTS
Brownie Promise Brownie Pin New girls meet membership requirements and are invested.	Promise and Laws Girl Scout Pin New girls meet membership requirements and are invested. Members have rededication ceremony.	Promise and Laws Girl Scout Pin New girls meet membership requirements and are invested. Members have rededication ceremony.	Promise and Laws Girl Scout Pin New girls meet membership requirements and are invested. Members have rededication ceremony.

All Girls Meet the Same Membership Requirements

MEMBERSHIP REQUIREMENTS

- o Meet age and/or grade requirements.
- o Attend and participate in at least four meetings.
- o Pay annual national membership dues of one dollar.
- o Make the Girl Scout (Brownie) Promise.

INVESTITURE AND REDEDICATION

- o Each girl should understand the meaning of an investiture and a rededication ceremony, and have the opportunity to participate in them.
- o A girl wears her uniform for the first time when she is invested. Only registered members may wear uniforms and insignia.

Where To Find Information

	THIS BOOK	BROWNIE HANDBOOK	JUNIOR HANDBOOK	CADETTE HANDBOOK	SENIOR HANDBOOK
Girl Scout (or Brownie) Pin		35	23, 270	11, 17	73, 75
Brownie Promise	78	26			
Girl Scout Promise and Laws	16		10-20	10-14	10, 53
World Association Pin		35	25	9, 17	75
Investiture Ceremony	50	30	259	19	253-256
Rededication Ceremony	50		259	19	256
Uniform and Insignia		32-35	22-23	15-17	73-78

WHAT SUGGESTIONS ARE THERE FOR A TROOP'S FIRST MEETINGS?

HELPS TO NEW TROOPS AND NEW LEADERS

	BROWNIE GIRL SCOUT	JUNIOR GIRL SCOUT	CADETTE GIRL SCOUT	SENIOR GIRL SCOUT
	Program Starters	Program Starters	Program Starters	Program Starters
This Book	Page 79	Page 111	Page 121	Page 140
Handbook	Page 12-47	Page 8-9	Chapters 4, 5	Chapters 1, 2, 3

For a new troop, program starters are the introduction to Scouting. They are short specific activities designed to help a new group get under way. Girls come full of enthusiasm and want to do things right away, at the very first meeting.

Program starters can be very helpful for new leaders. They offer the security of simple activities to use during the first meetings while you are getting to know the girls. As girls play a game or learn a song, you can observe who the natural leaders are, which girls are shy, which ones seem to stick together.

While talking about the Promise, or making lists of what girls would like to do in Girl Scouting, you can pick up many clues regarding girls' interests and their abilities. In short, you will get to know the girls, they will become acquainted with one another, with Girl Scout program possibilities, and with you.

Program starters are not requirements. Troops may use them or not as they wish.

WHAT IS SPECIAL ABOUT THE GIRL SCOUT PROGRAM AT EACH AGE LEVEL?

FRAMEWORK FOR ON-GOING ACTIVITIES

BROWNIE GIRL SCOUTS	JUNIOR GIRL SCOUTS	CADETTE GIRL SCOUTS	SENIOR GIRL SCOUTS
The Brownie B's <i>Handbook,</i> page 28 Brownie Girl Scouts join together to: Be Discoverers page 55 Be Ready Helpers page 167 Be Friend-Makers page 195 This Book, page 76	Proficiency Badges <i>Handbook,</i> page 30-32 Sign of the Arrow page 33-37 Sign of the Star page 33-37 This Book, page 108	Proficiency Badges <i>Handbook,</i> page 107, 280-282 Challenges page 2-6, 248-250 Social Dependability page 251-256 Emergency Preparedness page 257-262 Active Citizenship page 263-266 Girl Scout Promise page 267-269 First Class page 3, 270-271, 274 This Book, page 120	Eight Indispensables <i>Handbook,</i> page 22-25, 52-59, 255 Major Interests page 14-19, 84 This Book, page 136

Something Special For Each Age Level

EACH IS DIFFERENT

Appealing to the different interests of growing girls.

- o Simple unstructured Brownie B's to capture the imagination of seven- and eight-year-olds.
- o Badges and Sign of the Arrow and Sign of the Star to appeal to adventurous spirit of Juniors.
- o Advanced badges and Challenges to match the growing maturity of Cadettes.
- o Major interests to fulfill the Seniors' desire for specialization.

EACH IS THE SAME

- o Each makes the Foundation the central focus of the Girl Scout program.
- o Each builds progression from one age level to the next and allows for diversity.
- o Each is so designed that a girl may join at any time without feeling penalized by lack of earlier membership.

Any Opportunity for Girl Scouts Should Be Designed So That:

1. THE GIRLS INVOLVED HAVE A LEARNING EXPERIENCE THAT:

- o Is realistic in terms of their growing ability to be responsible for themselves.
- o Builds upon their past experience.
- o Fulfills their needs of today.
- o Looks toward their future roles.
- o Relates to today's world.
- o Is fun.
- o Inspires them to continue their Girl Scout membership.

2. THE CONTENT OF THE OPPORTUNITY:

- o Strengthens rather than competes with sound Girl Scout program in troops and camps.
- o Is in keeping with the elements of the Foundations of the Girl Scout program.
- o Promotes and highlights the opportunities and excitement of the Girl Scout program in terms of the age level involved.

3. THE PLANNING AND OPERATION OF THE OPPORTUNITY ENSURE:

- o Provision for girls to share ideas and opinions with other people from a variety of backgrounds.
- o The inclusion of girls in the development, planning and carrying out, evaluation.
- o Participation of girls in pre-event preparation and post-event application.
- o The presentation of a true image of girls and Girl Scouting (i.e., favorable public relations).
- o Utilization of previous experience of the Girl Scout organization in other opportunities for girls.
- o Allocation of adequate time, money, and personnel for the opportunity by virtue of its being part of a plan of work.

HOW IS A GIRL HELPED TO MOVE TO THE NEXT AGE LEVEL?

THE STIMULUS TO CONTINUE

BROWNIE GIRL SCOUT	JUNIOR GIRL SCOUT	CADETTE GIRL SCOUT	SENIOR GIRL SCOUT
Bridge to Junior Girl Scouting	Bridge from Brownie Girl Scouting Bridge to Cadette Girl Scouting	Bridge from Junior Girl Scouting Bridge to Senior Girl Scouting	Bridge from Cadette Girl Scouting and to adult Girl Scouting
This Book, page 85 <i>Handbook</i> , page 216-220	This Book, page 119 <i>Handbook</i> , page 314-316	This Book, page 121 <i>Handbook</i> , page 276-279	This Book, page 137 <i>Handbook</i> , page 244-249

BRIDGES Natural progression from age level to age level—and to adult Girl Scouting.

YOUNGER AGE LEVEL

Extend the hand of welcome to younger girls.

Raise the sights of younger girls—help them know what to expect.

Gain training in taking responsibility for others.



PRESENT AGE LEVEL

Girls build bridges through personal contact, personal responsibility.



OLDER AGE LEVEL

Look ahead—learn about next age level—anticipate.

Prepare for fun and adventure of next age level by perfecting present skills.

BRIDGE FROM SENIOR AGE LEVEL TO ADULT MEMBERSHIP

Widens girls' own horizons.

Ensures more adult volunteers for the future. Enthusiasms and abilities of girls who have been Girl Scouts are very much needed for future generations of girls.

(While girls are still in Senior troops, interpret to them the variety of adult capacities and opportunities which will enable them to continue their interest in Girl Scouting.)

FOUNDATION OF THE GIRL SCOUT PROGRAM

The Girl Scout program is built on values expressed in the Foundation (see Chart, page 6). The Foundation is the essence of Girl Scouting, giving distinct character to the organization. The uniqueness is not in any one part of the Foundation, but in the interrelatedness of all six Foundation elements: Promise and Laws, service, troop management, citizenship, international friendship, health and safety.

These six elements of the Foundation should come through to *all* girls at *all* age levels in troops and in camps, and should have an increasing impact as girls grow older.

In the pages that follow, some lasting values are listed for each Foundation element along with ways of reinforcing these values at each age level. In using the charts, bear in mind that the values gained at a younger age level are not dropped, but added to as girls grow older.

THE PROMISE AND LAWS

The Promise and Laws express the spiritual force behind Girl Scouting and provide an ethical code for individual and group behavior. They reinforce basic religious citizenship principles. Everyone who joins makes the Promise; with a simplified version for Brownies. Juniors, Cadettes, Seniors, and adults subscribe to the Laws. The Promise and Laws, with slight variations in wording, are universal in the world of Girl Scouting and Girl Guiding.

To try to do one's best is not an impossible expectation. Good example has great impact. How you conduct yourself and how you live up to the Promise and Laws will greatly influence the girls in your troop. This influence extends beyond Scouting activities as the code becomes a practical guide for daily living.

SERVICE

Inherent in the Promise and Laws, the motto, and the slogan is the commitment to be of service to others. Every member should have opportunities to serve in ways appropriate to her age and capabilities.

In considering service projects, the welfare of girls is a primary consideration. For checkpoints for service projects, consult "Program Standards for Girl Scouts" on page 167 and the publication *Safety-Wise*.

TROOP MANAGEMENT

Managing a Girl Scout troop is a joint leader-girl enterprise. When girls are young and/or new to Scouting, most of the responsibility rests with the adults. As girls gain

experience, know-how, and judgment, they can assume an increasing share of troop management. There is additional information on troop management in Chapter 8.

CITIZENSHIP

The goal is to help girls be good citizens today as well as to prepare them for the future. Activities and events present many situations in which girls can practice the responsibilities of good citizenship. These can be as specific as a flag ceremony or as general as being considerate of others.

INTERNATIONAL FRIENDSHIP

Knowledge of the world of which we are a part and of its people is important for every Girl Scout. Girls can learn to recognize the likenesses among all human beings as well as to appreciate the differences that give each of us something unique to contribute.

International friendship has always been a strong force in Girl Scouting and Girl Guiding. Our founders believed in the values of face-to-face friendship among peoples as a contribution to world peace.

HEALTH AND SAFETY

Health and safety practices are basic in all activities emphasized through knowledge, practice, and skill. Expansion of this develops beyond the individual, her troop, and her family, to the community and the world.

As leader, you contribute to the girls' total health by helping them to understand themselves, to develop as individuals, and to learn to get along happily with others.

THE PROMISE AND LAWS

A FOUNDATION ELEMENT

THE BROWNIE GIRL SCOUT PROMISE

I promise to do my best to love God and my country,
to help other people every day, especially those at home.

THE GIRL SCOUT PROMISE

On my honor, I will try:
To do my duty to God and my country,
To help other people at all times,
To obey the Girl Scout Laws.

for Brownies

for Juniors

Lasting Values

Sense of what it means to promise something, "to do my best."

Ways of expressing love of God.

Opportunities for showing respect to country.

Practice in showing consideration for others, sharing.

Attitudes of friendship and helpfulness.

A sense of what honor means.

Practice in working toward duty, friendship, helpfulness through activities.

Feeling of a common bond with many other girls.

Stimulation of living up to ideals.

Ways of Reinforcing Values

Do, rather than talk about. Abstract ideas are difficult for girls of this age.

Use visual methods to help Brownies understand; for example, show picture of two homes, one orderly, one untidy; ask girls, "Which house has a Brownie in it?"

Work on the premise that Brownies are serious about their Promise; don't make things too easy just because Brownies are young.

Use specific activities under "Be Ready Helpers" to put Promise into action.

Use Brownie Ring as a place to point up good practices in living the Promise.

Illustrate getting along together through stories and dramatics.

Point up the application of Promise and Laws to all troop and home activities; being thrifty with materials; having respect for all living things; giving help to newcomers. (Girls can add to list.)

Learn words of Promise and Laws as a first step toward putting them into practice.

Use ceremonies such as Scouts' Own to provide means of expressing inner feelings of dedication.

Interpret, at Court of Awards, how earning badges helps girls to live up to the ethical code.

Give girls opportunities to show their increased understanding of the Promise and Laws as they earn the Sign of the Arrow and the Sign of the Star.

THE LAWS

- 1 A Girl Scout's honor is to be trusted.
- 2 A Girl Scout is loyal.
- 3 A Girl Scout's duty is to be useful and to help others.
- 4 A Girl Scout is a friend to all and a sister to every other Girl Scout.
- 5 A Girl Scout is courteous.
- 6 A Girl Scout is a friend to animals.
- 7 A Girl Scout obeys orders.
- 8 A Girl Scout is cheerful.
- 9 A Girl Scout is thrifty.
- 10 A Girl Scout is clean in thought, word, and deed.

for Cadettes

Lasting Values

A more mature understanding of the meaning of honor and of the worth of individuals.

Experience in resolving conflicts.

Principles for personal development, as girls seek personal identity when moving beyond close family ties, establishing social relations with boys and girls.

Further understanding of duty, trustworthiness, loyalty; courtesy for others' principles and opinions; friendship for all.

for Seniors

Availability of an ethical code expressed in simple words, yet basic enough as a philosophy with meaning throughout life.

Experience in working out own standards and values.

Climate for spiritual growth, strengthening of religious convictions.

Bond of loyalty, friendship, and mutual purpose with boys and girls.

Opportunity to develop highest standards of behavior in keeping with responsibilities as citizens and as mothers of the future generation.

Ways of Reinforcing Values

Give girls greater responsibility in managing activities, budgeting, making decisions, evaluating consequences.

Provide opportunity for discussion of girls' concerns—perhaps with consultants.

Provide some participation in community action; service on a more adult level than before.

Relate ethical code to badges and Challenges, building toward Challenge of the Girl Scout Promise.

Encourage girls to communicate the purpose and philosophy of the Girl Scout movement to other groups—as speakers and through personal example.

Have girls develop own methods of expression through Senior ceremonies which evaluate, vitalize, and sustain their beliefs.

Alert girls to wider opportunities which foster belief in the worth of every human being and provide opportunities for living the Promise and Laws.

Stress importance of service to community, nation, and world.

Introduce exploration of ethics of other cultures.

Have girls use the Inventory of Eight Indispensables in their own and the troop's development.

SERVICE

A FOUNDATION ELEMENT

Serving others has always been an important part of Girl Scouting. The real importance of service begins with the girl being prepared to give service. The motto, "Be Prepared," and the slogan, "Do a Good Turn Daily," express the idea of service in girls' terms, making it simple and practical and inevitable.

Equally important as helping when asked is looking for opportunities to serve. Service should become a habit and a way of thinking whether the service is performing simple, everyday

for Brownies

Lasting Values

Learning the meaning of helping people, sharing, giving of oneself rather than just things or money.

Practice in learning skills in order to serve well.

Attitudes of giving the best possible. "Is this good enough to share with a friend?"

Habits of doing small thoughtful acts without fanfare but for inner feelings of satisfaction.

Concept of leaving a place in better condition than one found it.

for Juniors

Acceptance of service as both a personal responsibility of each girl and a group responsibility.

Philosophy of joy in giving without recompense.

Responsibility for improving skills with increased age and ability in order to give more help to others.

Importance of doing good deeds, even those that are not particularly enjoyable.

Development of awareness of need for service; knowledge of varying backgrounds and conditions of people.

Ways of Reinforcing Values

Link service to troop activities.

Stress "Be Ready Helper" to family, troop, school, neighbors. For example, gift coupons of home jobs for mother, Brownie B window card for a shut-in.

Give troop service to meeting place, sponsors, neighborhood. Occasional participation in larger projects. Avoid public exploitation of "cute Brownies."

Select short-term projects because of short-term attention span.

Discuss with girls the purpose of service they are giving; let them deliver objects they have made to recipients; try to see that girls are thanked. (It may be necessary in the beginning to allow girls who find sharing difficult to make extra articles to take home or keep for themselves.)

Develop service projects in line with troop activities. Service is a requirement for Sign of the Arrow and Sign of the Star.

Help girls find ways of using badge-related skills to give service, where appropriate.

Refer to council bulletin and check at neighborhood meetings for intertroop and council service projects.

Be realistic about skills of Juniors and supplementary adult help needed. For example, girls can set, serve, and clean up for a community dinner but they cannot do quantity cooking.

Provide some opportunities for girls to enjoy service on face-to-face basis—such as caroling, putting on a show.

acts at home or participating in service projects in the community.

In helping girls select service, keep in mind both the abilities of the girls and the need for the service. In general, older, experienced girls should not do service which can be performed well by younger girls; but a service should not be ignored because it is too simple, if they are the only ones available to do it.

for Cadettes

Lasting Values

Realization that skills are needed in order to serve effectively.

Attitudes of service as a mutual exchange rather than a "Lady Bountiful" act.

Greater understanding of gains in inner satisfactions in serving; emphasis on willingness to serve where and when needed without reward or recognition.

Appreciation of the fact that people who receive service may want to give service, too.

Formation of the concept of service to community as a lifelong responsibility of every citizen.

for Seniors

Understanding of interdependence of all people.

Awareness of need and methods of serving; how personal and community needs develop and are served by public and private means; identification of unserved needs and assessment of why they are unserved.

Importance of the role of voluntary organizations in our society. Attitude of concern with helping to shape a better world and willingness to take action and serve wherever girls can do so appropriately. Value in concerted action with other interested groups.

Recognition of importance of each individual's effort.

Opportunities for exciting outlets for idealism and altruism; sense of service as a traditionally feminine role in society.

Ways of Reinforcing Values

Relate service projects to troop activities. Service is stressed as a part of every Cadette badge and Challenge.

Help girls to accept greater responsibility for service and to initiate, plan, budget, and carry through long-term projects.

Include individual, patrol, and troop projects. Find face-to-face service opportunities.

Encourage interagency, coed, outdoor service projects. See that girls have necessary skills and some knowledge of community problems before involvement with other groups and agencies.

Prepare girls to work under supervision of other adults. Help qualified girls to teach and share their skills.

Find service opportunities that are greater, more varied, more adult than for younger girls. Effectiveness can be judged by near-adult standards of quality.

Help girls think more imaginatively about what they can accomplish and, conversely, what kind of projects are beyond their own resources. Councils should be involved in developing opportunities for cooperative projects with other agencies.

Encourage individualized service (Service Aide projects, Leader-in-Training, Counselor-in-Training) outside troop meetings to develop personal initiative and responsibility.

Help girls to recognize career possibilities related to service projects.

Use the Inventory of Eight Indispensables in the *Handbook*.

TROOP MANAGEMENT

A FOUNDATION ELEMENT

It is an essential function of a Girl Scout leader to help girls learn to plan their own activities and carry out their plans. In this way, girls learn self-direction and initiative, and the skills of group decision-making and responsibility so essential in a democracy.

The patrol system is the form of self-government by which

for Brownies

Lasting Values

Experience in making simple decisions.

Awareness of rights of others and acceptance of decisions of majority.

Beginning practice in short-term jobs involving girl leadership.

Simple learnings about money costs in relation to choice of activities.

for Juniors

Experience in planning and carrying out plans with adult help.

Responsibility of doing a fair share of jobs.

Introduction to representative form of government in handling group affairs.

Learning to plan in relation to what is good for whole group.

Importance of considering qualifications in electing girls for jobs (officers, patrol leaders).

Beginnings of budgeting skills, planning in relation to money available.

Ways of Reinforcing Values

Use Brownie Ring for troop planning and decision-making.

Hold group discussions to reach agreement and use simple methods of voting.

Have Brownies discuss costs of materials and supplies for activities to learn about "pay-as-you-go."

Hold elections or take turns for short-term officers and/or committee members.

Begin first steps in recordkeeping by girls (dues, etc.) and making and following rules.

Give girls some responsibility for meeting room and for troop equipment.

Encourage girls to bring dues and permission slips on time, but realize that reminders are necessary.

Have girls consult *Handbook* for: activity ideas, ways of voting, kaper chart.

Plan troop projects with girls several weeks in advance.

Give troop scribe, troop treasurer, patrol leaders, and assistants real responsibility for carrying out their jobs. Elect for a term from 2 to 6 months.

Hold short patrol and Court of Honor meetings weekly; occasional open Court of Honor meeting to show all girls how system works.

Train patrol leaders, assistants, officers for their leadership jobs.

Show girls how to make a simple budget, record receipts and expenses, do some actual purchasing.

LEADERSHIP

When you first volunteered, or were persuaded, to be a Girl Scout leader, many thoughts must have crossed your mind. You might have asked yourself: “What do I *do*?” or “How can I ever learn all I need to know about the Girl Scout program?” You may have questioned your ability to conduct yourself adequately in front of twenty or thirty girls. Perhaps you wondered a little about whether or not the girls would like you!

Later, when you got over being amazed at the thought of leading a troop, you probably shifted your thoughts from yourself to the girls. “What will they be like?” “What will they expect from Girl Scouting?” “Will I be able to give some of what I know to them?”

Eventually, you might have asked the *big* question: “Will I be able to work with the girls in such a way that they will become better persons because of their Girl Scout membership?” When you ask this question, you strike at the very core of effective leadership—using activities as a means of helping girls develop good attitudes and worthwhile values.

WHAT LEADERSHIP IS

There is no simple easy definition. Leadership of a Girl Scout troop means a feeling of kinship with girls, an understanding of them, and a willingness to work toward their growth and development. It includes many things.

LEADERSHIP IS KNOWING

As a Girl Scout leader you cannot and should not know everything the girls might ever want to learn. You can explore and learn many things along with the girls, and you can call in outside help for special skills. However, you should have a store of knowledge in some areas—enough to kindle the interest of the girls and to help them reach beyond themselves. You should be familiar with this *Leader Notebook*, the *Handbook* for your particular age level, and with sources of further information, such as *Leader* and *American Girl* magazines.

LEADERSHIP IS TEACHING

There is “subject matter” to be taught; new skills and facts in connection with activities; intangible values; everyday conduct and courtesies. You teach these things to girls—not for the sake of the things but for the sake of girls and their growth and development.

LEADERSHIP IS COACHING

Your role is not that of the leading lady performing in front of the footlights. It is that of the coach—guiding, instructing, advising, sometimes directly and sometimes indirectly. You work so that each girl can carry responsibility within the group and so that the troop will eventually be able to function on its own. You give more and more responsibility to girls.

LEADERSHIP IS BELONGING

You are part of the troop. As an adult friend you listen, suggest, support; you contribute ideas and you go along with the ideas of the girls. You stand by, in good times and in bad. And you discover that the joy in doing things together is even more important than the things you do; that the means are as important as the ends.

WHAT GIRLS THINK ABOUT LEADERS

Girls expect adult leaders to look and act like adults. This is so obviously true that we sometimes overlook it in our efforts to do things *with* girls. To most children, all adults are automatically “old”! Therefore, you aren’t really expected to be in the relay or to climb trees. If you participate, graciously, up to the point of your own physical abilities and within the limits of adult dignity, the girls will be more than satisfied.

Without benefit of scientific terms, girls of all ages do a pretty good job of evaluating adults. The girls in your troop will notice, and probably tell others, that you:

- o Know and like the girls; or don’t seem to have much time for people.
- o Are fair; or play favorites.
- o Listen to them; or talk too much of the time.
- o Have a good time with the troop; or are nervous, tired, sharp.
- o Are strict but fair, expecting them to do a good job; or are so strict that it is not fun; or don’t care what they do.
- o Help (let) them do things; or do everything yourself.

Girls will also be evaluating you when they talk about their troop. They may say things directly to you, to one another, or to people outside the troop. Consider what is behind the following comments:

- o We never do anything.
- o Something new is always happening.
- o We are already started on our trip plans.
- o We spend so much time planning things we never get to do them.
- o We waste time squabbling.
- o We are trying for First Class this year.

What does it mean when girls say, “We never do anything”? It might mean exactly that—the troop is inactive and that the meetings are uneventful. Usually it is not quite that obvious. It might mean that the troop does many things the leader wants to do and not much of what the girls want. It could mean that most things are too easy, so that girls have become bored; or too difficult so that they feel unable to achieve. Details will differ in different situations. One thing re-

mains true, regardless of the details, however. *Whatever the troop is doing, it does not match what the girls expected to do.*

Listening to girls and looking for the reasons behind what they say will reveal many clues related to your leadership. Children and youth have an uncanny ability to spot what is right and what is wrong.

Girls expect from you:

- o *Acceptance.* They may survive a poor meeting place or unimaginative activities, but they cannot endure being ignored or rejected by you.
- o *Fairness.* They will forgive mistakes if they are sure you try to be fair.
- o *Sense of humor.* They want you to laugh with them, take disappointments in good grace, and be able to laugh at yourself.
- o *Trust.* They need your belief in them, your willingness to let them try things for themselves. They must be sure you will not betray a confidence.

WHAT A LEADER DOES

Some of the things you do as a Girl Scout leader will be done alone and some with other people. During the first weeks, the meetings of a new troop may be adult inspired—ideas selected by you and the leader with whom you work in order to get things started. After this get-acquainted period, however, leadership should be shared with the girls. Consider the following functions of leadership in relation to troop management with girls (Chapter 8) and working relationships with other adults.

Planning

A troop must have a plan if it is to accomplish what it sets out to do. Planning on the part of the leader includes thinking through the possibilities in this *Leader Notebook* and the *Handbook* for the age level, the general facilities available, the resources of the community, and the readiness of the girls. Planning with girls includes giving them limits within which to work, encouraging them to think a little higher than their present attainment, and insuring that each voice will be heard (see Planning Chart, page 58).

The steps, which are not too different from

those you would follow in planning a vacation trip or a church supper, include:

1. Advance thinking by the leader.
2. Getting the ideas from the girls.
3. Sifting the ideas and, together, creating a plan.
4. Informing interested adults of the troop's plan.
5. Putting the plan into effect.
6. Reviewing and evaluating.

Organizing

This means dividing the troop into workable groups, giving responsibility and authority to other adults and to girls, and coordinating relationships among all those working with the troop. A good system of recordkeeping is important. See *Troop Records and Reports* for suggested forms.

The time you spend training girl leaders (in troops above the Brownie age level) will pay real dividends in terms of better learning for girls. It will also free you from many time consuming details of operation and give you more time to devote to the girls.

Time for girls is important. Your responsibility to the group comes first and you should try to spread your attention as evenly as possible. Although some girls will demand and use more of your time than others, all should feel you are available to them when they need you.

Good organization makes it possible for you to notice the girl who seems apart from the group—whether it be because of shyness, anger, fatigue, or one of dozens of reasons. If you are confident that things are running smoothly, you can let the group fade into the background momentarily and turn your attention to this one girl.

A clear understanding of what each adult is to do, who is responsible to whom and for what, will make your job easier and make the service to the girls greater. Leaders, program consultants, and troop committee members might otherwise trip over one another in their desire to help, duplicating one another's efforts and causing hurt feelings.

Motivating

One of the privileges of leadership is that of inspiring girls to achieve to the fullest. Girls have done a great deal of living before coming into the troop and they bring ideas,

skills, and interests with them from their other daily experiences. Draw on these interests as well as on everything you can find about girls in general. This will help you determine a direction and level toward which you will set your sights. (Clues to girls' interests and concerns can be found in the *American Girl* features "What's on your mind" and "A penny for your thoughts.")

Motivation can mean opening up new fields to the inexperienced, encouraging the slow and timid, prodding the lazy or indifferent, and spurring the most capable on to even greater efforts. This is often a slow process and needs many avenues of approach.

The best motivation will come from within the girls themselves. You set the climate for this by listening, actively, to the girls on all matters that involve them; making sure they participate in discussion and analysis of decisions that affect them. If girls are truly convinced that their participation is wanted and needed, and if they are encouraged to help set their goals, there are no bounds to what they can accomplish.

Coordinating

The troop does not exist in a vacuum. It is part of a community and part of a Girl Scout council and part of the Girl Scout movement. Coordinating the many facets of the troop work is another leadership function.

Coordination involves balancing girl leadership with a counterbalance of adult judgment. It means gearing the activities and events so that they will reinforce rather than compete with one another.

Only the most experienced older Cadettes and Seniors can stand apart and see the whole gamut of internal plans, short-range and long-range projects, neighborhood and councilwide events, and community activities. You, however, can keep the whole picture in focus, calling on the help of members of the service team in your council for direction, and on the troop committee and the parents of the girls for support.

Reviewing

Inherent in this is evaluation of what is happening, and a form of control over developments. It is a means of guiding things in the direction they are intended to go. It is a very positive form of leadership. "Program

Risers," page 151, give some objective measurements for evaluation.

The age of the girls, of course, will help determine to what extent and for how long your troop can plan ahead. Periodically the Court of Honor should check to see if the troop is keeping to its course. If it deviates too much, the decision must be made whether the girls should take steps to get back to the plans, or to evaluate and make changes in plans.

If enthusiasm for something planned has wilted, not to be revived by judicious pruning or feeding, girls may uproot the plan in favor of new interests. The younger the age of the girls, the less there is to be gained by insisting that they stick to a tired, forgotten plan. Adult judgment is needed, however, to temper the contradictions of youth. If plans are too definite and predictable, girls will feel lack of excitement; if they leave too much to spur-of-the-moment planning, they may sense the absence of anything big and interesting.

A major factor to be considered in deciding on whether or not to drop part of a plan is the effect on others outside the troop. If the convalescent home is expecting that community sing, or if the community youth group is counting on your troop's contribution to the cleanup project, these commitments have to be met.

Other

In addition to the functions of planning, organizing, motivating, coordinating, and reviewing, there is another part of leadership which defies classification. This is the special feeling you have for girls and the special meaning you have to them. As a Girl Scout leader you occupy the privileged spot: that of an adult friend. As you meet with your troop members a few hours each week, you will develop a real affection for them. This growing love is needed by girls; it assures them that you care about them as individuals and understand their ups and downs.

You must stretch your patience, often to limits you never dreamed possible, in order to return the girls' trust with calm acceptance and steady understanding. You are very important to the troop members. The trust girls place in their Scout leader, the way they absorb her attitudes and standards, is awe

inspiring. It is part of a leader's job to try to live up to that trust.

WORKING WITH OTHER ADULTS IN THE TROOP

You will work with a number of other adults in connection with your troop. Troop committee members and the troop consultant will be considered in a later chapter. Below are some guides for working with another leader and with a program consultant.

Other Leader

On the Framework for Progression Chart (page 6), you may have noticed that troops in all age levels except that of Senior called for two leaders. One of these is the leader and the other the assistant leader. (For Senior troops the suggestion is one adviser.)

Everything that has been said, so far, about leadership applies to a greater or less degree to all leaders, assistant leaders, and advisers. The principles of responsibility and working with girls are the same. When there is more than one adult working with a troop of girls, however, the fine points of relationships should be carefully defined.

The leader and assistant leader relationship should not be that of superior and subordinate. Rather, it should be a cooperative working team, each contributing according to her strengths and each supplementing the other. However, as in any undertaking, there must be only *one head*; (Two heads is a monster!) One person must be entrusted with making final decisions when necessary; she must be ultimately responsible and accountable for certain business matters; she must be listed as the leader and be the contact person for the troop.

The leader and assistant leader share the job of leading the troop and they keep close with each other outside of troop meetings. Here are some examples of things they consider together:

1. *Long-range plans and goals*: dreaming ahead, sharing aspirations for the girls, thinking of possible ideas and projects, learning of each other's talents and abilities.
2. *Actual troop plans made by the girls*: completing the refining process (for troop reaction and approval) of plans made by

younger girls, working out details for executing troop plans, discussing ideas for consultants.

3. *Meeting preparation:* reviewing, on the basis of plans made by the girls, which leader will work with girls on the various parts of the meeting, opening, the game, the Court of Honor; who will check on needed equipment or resources; how the activities will be handled; what the order of events will be.
4. *Skills and knowledge:* sharing the wealth and learning together; going over material in the *Handbook* or other resources; practicing skills such as use of jackknife; teaching each other songs, dances, games.
5. *Evaluation:* discussing what things have been good and which need improvement; trying to discover causes for failures or breakdowns; giving each other assurance and suggestions.
6. *Girls with problems:* talking about individual observance of specific girls; sharing each other's opinions on incidents involving girls; agreeing on ways of handling situations.

These are just some of the matters which the leaders of a troop might approach together. See page 56 for an example of how two leaders complemented each other and divided the job at one troop meeting.

The actual division of responsibilities will differ according to the circumstances and the abilities of the leaders. What is of prime importance is that the adults have a trusting relationship with each other and present a unified picture to the girls of the troop; that they plan in advance to avoid any shattering disagreement or any embarrassing lack of coordination during meetings. Differences between adults should be settled outside of troop meetings; sometimes a third person (preferably the one to whom you are responsible in your council) can add objectivity. Leaders should strive to work so well that things will run smoothly when the unexpected happens.

Program Consultant

For special skills or activities which neither leader feels able to handle, you need the help of a program consultant. She (or he) can be of greatest value to the troop if you meet with her in advance to interpret the Girl

Scout program and to plan the best ways of working with the girls.

Sometimes a program consultant with great skill but little knowledge of how to work with girls, might better train the leaders, who, in turn, would work with the girls.

One of the first "rules" to apply is the Golden Rule, "Do unto others. . . ." A program consultant who comes to the troop with only vague notions of what is expected of her, or with completely erroneous ideas of the capabilities of the girls, cannot be blamed if the meeting ends in failure for everyone. Nor can the program consultant, requested to make a forty-five minute presentation, do an adequate job in the twenty-five minutes left to her because other parts of the meeting dragged.

Be very clear in your own mind as to just what help your troop needs. Then take the time to talk with the prospective consultant, outlining what the girls have done to date, what it is they need now, and in what context they are learning about the subject.

Find out, definitely, what equipment or facilities the consultant will need; have a clear understanding of who will provide them. If she plans to use slides, does she expect you to provide the projector? Or, if she brings her own projector, does she need someone to operate it? Find out, also, what supplies or tools the girls should have, what is needed in the line of tables, work space.

Make definite arrangements about time—then stick to them. Be ready for the consultant and use discretion in deciding what else can be included in the same meeting. It is discourteous as well as wasteful to have a busy person sit idle simply because the troop is not ready on time. Girls, too, have a responsibility to a program consultant—to welcome her, to participate with enthusiasm, to thank her.

The program consultant comes to share her special abilities—not to take over the leadership. At least one leader should always be on hand to take the responsibility for the group, to help when needed, and to insure that basic standards of the Girl Scout program are maintained.

Following are charts showing some possible ways of work for leaders and program consultants. The activities mentioned are examples only.

A SAMPLE BROWNIE GIRL SCOUT MEETING

An example of how two adults may divide responsibilities during a troop meeting

ACTIVITY	HANDBOOK REFERENCES	LEADER	ASSISTANT LEADER
Pre-meeting: Active game as girls arrive, preferably out-of-doors.		Gets ready for opening.	Starts the game.
Opening: Brownie Ring, Brownie Promise, and a song. Brownie Business—Brownie Gold. “Talk About” ideas for the troop birthday party.	pages 47-52 (Also, <i>Leader Notebook</i> , page 92)	Leads discussions. Helps girl officers.	Participates.
Singing game: “Here We Go Round the Mountain.”	page 141	Teaches and leads.	Gets supplies ready for next activity.
Activity: Make pictures from odds and ends.	page 118	Assists.	Teaches girls.
Closing: Magic Clean Up.	page 46	Announces ceremony and helps girls clean up.	Helps girls clean up.

A SAMPLE CADETTE GIRL SCOUT TROOP MEETING

With Program Consultant

ACTIVITY	HANDBOOK REFERENCES	ADULTS' RESPONSIBILITIES
Advance preparation—decision on choice of consultant on charm and grooming.		Leader and assistant leader.
Contact with consultant—interpretation of troop's request.		Leader and program consultant.
<i>Pre-Meeting:</i> Girls are given one page true-false quiz on social poise—sent in advance by consultant. Preparation for opening ceremony by Nutmeg patrol.		Leader greets each arrival, asks her to complete quiz and return it promptly. Assistant leader checks with Nutmeg patrol to see if they need help.
<i>Opening:</i> Reading of poem and "thought for the day" by Nutmeg patrol.	pages 62-64	Leader and assistant leader participate with troop.
Patrol meetings.	pages 21-27, 41-46	Assistant leader circulates, is available to patrols if needed. Leader begins to summarize quiz answers, greets consultant on her arrival, helps her get ready.
<i>Presentation:</i> Lecture and demonstration—on grooming and poise.	Chapter 6	Consultant conducts presentation and leader assists with details. Assistant leader stays in background, noting questions and ideas, which she and leader should pursue with troop.
<i>Closing Circle:</i> Formal thank-you to consultant. Goodnight song and "Taps," led by Nutmeg patrol.		Consultant, leader, and assistant leader participate with troop.
Court of Honor.	pages 27-29	Leader meets with Court of Honor. Assistant leader and girls help consultant with her books or equipment.

LEADERS' ROLE IN PLANNING

STEPS

FOR BROWNIE TROOPS

1. DO ADVANCE PLANNING.

Select *Handbook* suggestions that give girls a sense of immediate achievement.

Evaluate ideas in relation to current season, meeting place, your own abilities.

Weigh this against what you know of members' previous experience in Girl Scouting or elsewhere. (If you think you know nothing, keep listening and asking questions and you will learn.)

Dream a little about the possibilities and work out a few alternate plans.

2. ASK THE GIRLS.

Go around the circle having each girl give one idea—then pick up additional from those bursting with more. Provide opportunity for girls to browse through *Handbook*.

Present some of your own suggestions which fit in with the ideas suggested by the girls.

Tell girls of any intertroop or council event coming in the near future.

3. SIFT IDEAS, CREATE A PLAN.

Take the most obviously popular ideas; combine some of the simpler ideas.

Pick up on something you can start immediately, or next week. Put the other ideas in Brownie Dream Box for future use.

Complete the refining process and bring the plan back to the troop for reaction and approval.

4. ALERT OTHER ADULTS.

Interpret to parents, troop committee, and sponsoring group members the general plans of the troop. Enlist their general support and let them know what specific help you may need.

Listen to their reactions: they may know of conflicts or duplications which both you and the girls missed.

5. USE THE PLAN.

Let girls know that the activities they are enjoying are the result of their planning.

Use the plan as a basis of learning to make choices, test ideas, and deal with consequences.

6. REVIEW THE PLAN.

Before going on to a new phase, remind the girls what they have planned, review it.

See Program Risers, page 151.

Be ready with a quick change of activity for Brownies—their attention span is short—they do not always follow through on extended projects.

FOR JUNIOR TROOPS

Consult the *Handbook* for ideas; think about facilities, season, sources of supplementary help.

Consider the girls' needs for enrichment, building Girl Scout experiences and supplementing other experiences.

Dream a little about possibilities but do not work out plans before Step 2.

Have a *Handbook* treasure hunt. Then have each member write down some ideas to be discussed in patrols. Compile master list in Court of Honor from patrol lists.

Alert girls to intertroop, council, and community events which may affect their plans.

Discuss the ideas in Court of Honor, giving guidance to girls on combining main ideas into major themes for a few months. Have patrols discuss tentative plan and give suggestions and approval to the Court of Honor. Be sure girls understand the nature of any future commitments they make.

Same as for Brownie troop.

Use this opportunity to learn of possible service project for sponsor which relate to girls' plans.

Be sure girls know it is *their* plan.

Help girls see relation of thinking ahead, making choices, accepting consequences, and honoring commitments to activities outside the troop.

Before launching into a new phase of the plan, review it.

Expect some contradictory reactions among Juniors. They often want definite plans and complete flexibility at same time.

Urge girls to stick with big commitments; let them adjust details to changing interests.

FOR CADETTE AND SENIOR TROOPS

Read *Handbook* for an over-all view of the possibilities.

Think about seasonal events and projects in the community which girls might consider and which might serve as resources.

Evaluate the girls' experiences in Girl Scouting and elsewhere in relation to their interests and needs.

Relax, and speculate a bit on what the girls will come up with!

Have each girl look through the *Handbook* and propose as many ideas as possible; then have patrols present a combined report to Court of Honor.

Have patrols suggest, on their lists, which items they think most appropriate for all troop events and which might be patrol or individual interests.

Alert girls to intertroop, council, and community events for the year.

Have Court of Honor refine the plans, allot time for their development, and make a tentative plan for the year. Give girls as much responsibility as they can carry—experienced girls can chair meetings. Patrols discuss details of plan and give suggestions and approval to Court of Honor.

Have patrols discuss details of plan, give suggestions and approval to the Court of Honor.

Same as for Brownie Troop.

Use opportunity to learn about existence of appropriate cooperative projects with sponsor or other community groups.

Make girls responsible for using their plan, referring to it and checking against it as they fill in week to week details.

Review the plan periodically in Court of Honor, making timely minor adjustments. Plan should not be too rigid to allow for new and better ideas which come to light during the troop year.

Help girls to hold fast to any commitments which affect others beyond the troop.

TROOP MANAGEMENT

When Juliette Low set about organizing the first troop in 1912, she said, "I've got something for the girls of Savannah, and all America, and all the world..." She really meant something for the *girls*—not for well meaning adults inclined to take over the thinking and the planning.

Girls like to see things happen; they like, better, to make things happen. Making things happen, rather than passively accepting whatever someone else decides, is as much a part of a Girl Scout troop as it is of a democratic society.

Training for democratic living seldom begins when a girl first joins a troop. She has already had experience putting her ideas into action, voicing her opinion in family affairs, participating in school clubs. Her experience can grow and flourish throughout Girl Scout membership as she progresses from making simple choices, through thinking through problems and projects, and moving toward full responsibilities of adulthood.

One element of the Foundation of the Girl Scout program is troop management (see page 20). Troop management, in a sense, is the whole life of the troop, encompassing girl-leader planning, troop government, and troop financing. When girls are young or inexperienced, most of the responsibility rests with the adult. As they gain experience and judgment, the adult gradually withdraws from direct leadership, letting girls take over an increasing share of responsibility.

In the chart on the next page, the main characteristics of troop management are outlined for Brownie Girl Scouts who use the Brownie Ring form of troop government, Junior Girl Scouts who use the patrol system for the first time, and Cadette and Senior Girl Scouts. If you are working with a group of Juniors who are inexperienced and completely new to Girl Scouting, their abilities in planning and troop financing may re-

semble more closely those described under Brownie Girl Scouts. They should be able to progress quickly, however, from this stage to that described for Junior Girl Scouts. For new groups of Cadettes or Seniors, you may get some good beginning suggestions under the Junior Girl Scout heading but encourage the girls to work toward Cadette or Senior level.

In Chapter 7, many responsibilities of adult leadership were mentioned, always with the intention that these be considered in relationship with girl responsibilities and girl development. Leader guidance is a necessary part of troop management. You help girls see the limits within which they work; help them understand that real freedom can exist only within a system of laws and principles. As a part of the Girl Scout movement you and they are guided by:

- o Promise and Laws
- o Policies, standards, and procedures of Girl Scouts of the U.S.A. and the Girl Scout council
- o Program as presented in the *Handbooks*
- o Leader's unquestioned responsibility for health and safety factors

This still gives girls plenty of latitude for planning and governing themselves.

TROOP MANAGEMENT IS

BROWNIE GIRL SCOUTS

GIRL-LEADER PLANNING

Adults take major responsibility for long-term planning.

Leader gives girls two or three suggestions from which they choose.

Individual girls make suggestions and the troop talks about them.

Troop makes its choice by voting.

This Book, page 92

Brownie Handbook, pages 47-52

TROOP GOVERNMENT

Brownie Ring — form of government for Brownie troops.

Girls help make troop rules.

Take turns doing jobs.

Serve on temporary committees.

Elect (or take turns) short-term officers.

Leader conducts business meeting or gives direct guidance to girl chairman.

Brownie Handbook, pages 47-52, 153

TROOP FINANCING

Girls pay dues—leader handles money.

Girls discuss cost of supplies needed for activities.

Leader handles troop budgeting

JUNIOR GIRL SCOUTS

Adults step back as girls are able to step forward in planning.

Girls initiate some ideas but still depend on adult help.

Girls make and carry out short-term plans; leaders retain responsibility for long-term plans.

This Book, page 116
Junior Handbook, pages 38-49

Patrol system—representative form of troop government.

Patrol leader conducts patrol meetings—gets opinions from patrol members, relays troop business to them.

Patrol leader represents her patrol on Court of Honor (troop governing body). Leader conducts Court of Honor meetings.

Patrol leader makes individual short-term assignments to members of her patrol in relations to patrol projects.

Junior Handbook, pages 38-49

Leader and girls decide on amount of dues—dues collected in patrols, recorded by troop treasurer.

Girls budget for short-term needs, on the basis of plans and income from dues.

Leader retains over-all responsibility for long-term budget.

Junior Handbook, pages 50-51

CADETTE AND SENIOR GIRL SCOUTS

Adults take less active part; give broad general advice and confer on over-all plans.

Girls take increasing responsibility for planning—initiate ideas and suggestions.

Cadettes may plan on a yearly basis; Seniors may make yearly plans with additional major projects projected a few years ahead.

Cadette Handbook, pages 30-46 *This Book, page 135*
Senior Handbook, pages 36-44 *This Book, page 148*

Patrol system is form of government. More planning done in patrols, greater responsibility delegated to patrols by Court of Honor.

Major planning meetings of Court of Honor held outside troop meetings periodically. Plans may be interpreted to entire troop at a business meeting.

Definite jobs are delegated by patrol leaders to patrol members on a long-term basis.

Leader or adviser may conduct Court of Honor meetings; in experienced troops, patrol leaders take turns chairing meetings. (In this case the assistant patrol leader represents the patrol.)

Cadette Handbook, pages 21-29, 41-46
Senior Handbook, pages 28-35, 60-71

Girls estimate costs on basis of plans; determine amount of dues and money-earning plans.

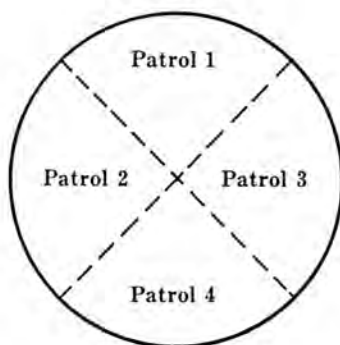
Cadettes carry out short-term plans in relation to budget; keep financial records under direction of leader.

Seniors plan and administer long-term troop budget, incorporating separate patrol budgets; account for funds; carry out money-earning projects; calling on adviser as needed.

Cadette Handbook, pages 47-51
Senior Handbook, pages 45-51

PATROLS + COURT OF HONOR = PATROL SYSTEM

PATROLS



Patrols

The troop is made up of four or five patrols, to give real responsibility to as many girls as possible.

Patrols sometimes have diverse and special interests within the troop but their main purpose is to carry out the work of the troop. The troop is richer because of the strength and ingenuity of patrols, all working together on troop plans.

A patrol leader considers her patrol ahead of herself and her troop ahead of the patrol.

PLUS

COURT OF HONOR



Court of Honor

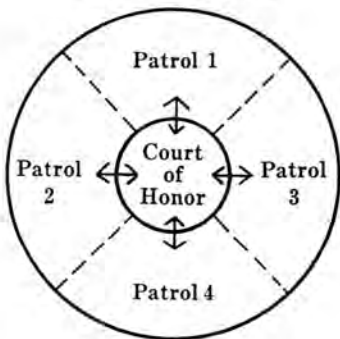
The Court of Honor is the heart of the troop, the governing body of the troop. It makes possible a continuous flow of ideas to and from patrols; makes suggestions that keep patrols activated and full of vitality; sorts out ideas, makes decisions, plans troop meetings which help girls feel the spirit and stimulation of the troop.

The troop representative to the Senior planning board reports to the Court of Honor at Senior age level.

One adult should guide the Court of Honor over a period of time—quick shifts of this responsibility between leaders weakens the group. An experienced Cadette or Senior can chair the meeting.

EQUALS

PATROL SYSTEM



Patrol System

A Girl Scout troop belongs to all its members. It is, therefore, not only each girl's privilege but her duty to take part in the government of her troop. This she may best do by entering into the life of her patrol, contributing her full share to all its work and play.

The spirit, vitality, and welfare of the troop is the main objective of the patrol system. If patrols become so engrossed in their patrol activities that they feel troop functions hamper them, this should be discussed immediately in Court of Honor. A good patrol leader makes her patrol feel it has a real share in making plans for the troop.

HOW TROOP GOVERNMENT WORKS

Step 1 — Form Patrols

Interpret purpose of patrols.

Give girls a voice in patrol make-up.

Determine method of division into patrols.

Good balance of ages and interests and skills.

Random choice sometimes works as a start.

Written choice, each girl writing names of three she would like to have in her patrol, knowing she will get at least one of her choices. See page 66.

Step 2 — Elect Patrol Leaders

Decide with girls, length of term of office.

Discuss qualifications of a patrol leader.

Hold elections in each patrol.

Wise selection of girl leadership not automatic—girls need guidance.

Give girls time to refer to *Handbooks* on qualifications.

Discuss and interpret at troop meeting prior to elections. Have girls dramatize situations.

Step 3 — Elect Scribe and Treasurer

Discuss qualifications of these offices.

Elect by troop as a whole.

These officers serve troop as a whole.

They are part of Court of Honor and have active jobs to do. Be sure they are not bypassed.

Step 4 — Train Officers

Provide patrol book to each member of Court of Honor.

During Court of Honor train girls in duties of office.

Assist in preparation of agendas.

How you conduct Court of Honor meetings, help resolve problems, utilize democratic procedures will be reflected by patrol leaders in each of their patrols. Phrasing of questions ("Did the Maple patrol like the hike?") helps a girl realize she is at Court of Honor as a representative.

Show girls how to summarize notes for reporting to patrols. Explain use of patrol books for recording jobs to be done. Help girls to form good questions for patrols to start patrol members thinking and working out details of plan. Train them in skills so that they may teach their patrol members.

Step 5 — Put It To Work

Be sure that patrols make real decisions—have real things to do.

Have active Court of Honor meetings. Come up with good things to present to troop.

Hold periodic troop business meetings to interpret such things as yearly plan, troop's financial report, or for occasions where large group discussion seems desirable.

Ask leading questions (see page 67).

Short Court of Honor meetings on troop meeting day for regular business and reporting.

Periodic long meetings with time to: think, listen, question, plan, discuss, learn, decide, delegate, review, evaluate.

Open Court of Honor meeting often desirable once a year; troop observes silently; may be followed by discussion by entire troop.

FORMING PATROLS BY WRITTEN CHOICE

1. ASK EACH GIRL TO WRITE NAMES OF THREE OTHERS:

Estelle	Jackie, Lillian, Nancy
Florence	Sophie, Dot M., Eleanor
Peggy	Eleanor, Eileen, Dot M.
Jackie	Lillian, Dot M., Grace
Dot R.	Dot M., Sally, Jackie
Nancy	Dot R., Robin, Estelle
Robin	Nancy, Sally, Kate
Mary	Sue, Betty, Jane
Sue	Mary, Betty, Jane
Betty	Mary, Sue, Jane
Jane	Sue, Betty, Mary
Pat	Lillian, Sally, Estelle
Norma	Eleanor, Lillian, Eileen
Lillian	Eleanor, Dot M., Leona
Sally	Eleanor, Nancy, Robin
Eleanor	Sally, Barbara, Lillian
Dot M.	Sally, Dot R., Florence
Eileen	Peggy, Kate, Eleanor
Kate	Eileen, Peggy, Florence
Helen	Grace, Lillian, Dot M.
Grace	Lillian, Helen, Jackie
Leona	Sally, Lillian, Betty
Sophie	Florence, Dot M., Eleanor
Barbara	Eleanor, Peggy, Helen

2. LIST THE CHOICES EACH RECEIVES

Estelle	Florence	Peggy	Jackie
Pat	Kate	Kate	Grace
Nancy	Sophie	Barbara	Estelle
	Dot M.	Eileen	Dot R.
Dot R.	Nancy	Robin	Mary
Dot M.	Sally	Sally	Sue
Nancy	Estelle	Nancy	Betty
	Robin		Jane
Sue	Betty	Jane	Pat
Mary	Mary	Mary	
Betty	Sue	Sue	
Jane	Jane	Betty	
	Leona		
Norma	Lillian	Sally	Eleanor
	Pat	Pat	Norma
	Norma	Eleanor	Lillian
	Eleanor	Dot M.	Sally
	Helen	Leona	Eileen
	Grace	Dot R.	Sophie
	Leona	Robin	Barbara
	Estelle		Florence
	Jackie		Eleanor
Dot M.	Eileen	Kate	Helen
Lillian	Norma	Eileen	Grace
Helen	Kate	Robin	Barbara
Sophie	Peggy		
Florence			
Peggy			
Jackie			
Dot R.			
Grace	Leona	Sophie	Barbara
Helen	Lillian	Florence	Eleanor
Jackie			

3. CONSIDER FACTORS SUCH AS THESE:

Eleanor, Dot M., Lillian, and Sally, with 6 to 8 choices each, are obviously popular and may be natural leaders. Place one of these in each patrol.

No one chose Pat or Norma. Be sure they get their first choice and at least one other. Leona, Sophie, and Barbara were chosen only once each. Try to give these girls two of their choices.

Mary, Sue, Betty, and Jane chose only one another. They need to widen their friendships. Split them in twos.

Several girls chose each other. Place them in the same patrol if possible.

4. FORM THE PATROLS

Patrol 1	Patrol 2	Patrol 3	Patrol 4
Lillian	Sally	Eleanor	Dot M.
Pat		Norma	
Estelle		Eileen	
		Barbara	
		Peggy	
	Leona		Sophie
			Florence
	Betty		Mary
	Jane		Sue
Helen	Grace	Kate	Dot R.
Robin	Jackie		
Nancy			

THOSE LEADING QUESTIONS

Ask these of yourself; inject them into Court of Honor meetings; train patrol leaders to ask them of patrol members.

Do we know how to do it?

If not, what new skills should we be learning?

What are the parts of this project?

Basis for determining steps to go through—or division of jobs for subgroups.

What supplies or materials do we need?

Do we have them? Will the troop supply them? Can they be brought from home? Or what?

How long will it take?

It will take longer than girls expect, unless they are basing the answer on a previous experience of this same group.

How much will it cost?

This takes a little research; no room for guess work. Creative imagination can be applied to question, "Is there some less expensive way?"

What extra help will we need?

More experienced Girl Scouts, Program Aides, program consultants, troop committee, parents.

How does this project relate to what we have been doing?

What did we learn the last time we did a similar activity?

PATROL SYSTEM IN CAMP

In day or established camps, the patrol system is carried out in the same way as described for troops.

In Troops

Troop

Troop leaders

Patrol leaders
elected by patrols

Patrol meetings

Scribe and treasurer
elected by troop

Court of Honor

Occasional troop
business meeting

Court of Honor
concerned with troop
problems or activities

In Camps

Camp unit

Unit leader

Patrol leaders
elected by patrols

Patrol meetings

Scribe (no treasurer)
elected by camp unit

Court of Honor

Unit meetings

Representative to camp
council elected by
entire unit

Court of Honor
concerned with unit
problems or activities

Camp council deals with
all-camp concerns
and activities

Because of the twenty-four hour a day living in established camp, girls can get a continuous and more positive experience in self-government than they get on a week-to-week basis during the year. Girls who return from camp may find ways to improve the effectiveness of the patrol system in the troop.

CHAPTER 9

WHERE YOU CAN GET HELP

MANY PEOPLE—

those close by and those from great distance—HELP IN MANY WAYS

- o Face-to-face
- o Correspondence
- o Literature

PARENTS

Understanding
Cooperation

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

World Centers
International Events
Publications

NATIONAL ORGANIZATION

Development of Program
National Events for Girls
National Program Centers
Training—Publications—Films
Leader—American Girl magazines
Uniforms
Equipment

COUNCIL

Training
Camping Facilities
On the job help
Bulletins
Neighborhood and Councilwide Events
Professional Staff Services
Service Teams

TROOP COMMITTEE

Assistance
Interpretation

COMMUNITY

Troop Sponsors
Meeting Places
Resources
Service
Program Consultants

SELF-HELP

Study
Reading
Evaluation



Help comes in many forms; some of the sources are described briefly below. To avail yourself of help you should keep people informed on what is going on in your troop and on what you need. One of the many wonderful things about Girl Scouting is that there is always someone ready "to help other people at all times." The more specific you are about the help you need, the better others can help you. People will expect you to ask for help: they want to be sure you want their help before they shower you with offers.

PARENT OF GIRLS

Keep them informed of the goals and plans for their daughters' troop. Their knowledge of what is going on in the troop will make it possible for them to: encourage full participation by the girls; reinforce troop learning through home practice; provide opportunities for girls to teach and share with members of the family.

Both fathers and mothers may participate actively in Girl Scouting, serving as program consultants, troop committee members, or drivers on trips. Find out if your council has "Dad-Daughter" or "Family" days—for camp work crews, or for simple enjoyment. Hold occasional parent meetings.

TROOP COMMITTEE

Work closely with this group of adults (3 to 6) whose main purpose is to help you develop and put into action the ideas you have planned with the girls. You may chair meetings of your troop committee or appoint a chairman; meet at definite times during the year, or meet "on call."

You may call on the person responsible for organizing troops (troop organizer) to help you form a troop committee. Choose members from different walks of life including parents, civic-minded friends, members of the sponsoring group. See the pamphlet *The Girl Scout Troop Committee*.

Troop committees:
Supplement,
Support,
Interpret.

THE COMMUNITY

Girl Scouting offers a vital, worthwhile, youth-serving organization to the community, and the community gives support, meeting places, and service opportunities to Girl Scouting.

If your troop is sponsored by an organization, become acquainted with the purpose and objectives of the sponsoring group, especially its interest in youth. This forms a basis for mutual cooperation and benefit. The council takes final responsibility for selecting and approving troop sponsors and interprets the responsibilities of the council and the sponsor in regard to the troop.

Resource help is often available from community groups such as libraries, museums, schools, and settlements. Find out about opportunities for extracurricular activities for girls in your community, and how your girls are participating. Look for means of possible cooperation with other youth agencies.

SELF-HELP

No amount of assistance will do any good unless an individual is receptive to it. Avail yourself of all the help you can find in terms of printed materials, both those of the Girl Scout organization and others written for and about girls. Consult the vast quantity of literature written for girls on many subjects. Relate all you learn about children through your other work to the girls in your troop.

Evaluate your leadership work periodically. Do some reflection in terms of the purpose of the Girl Scout movement. Don't be too hard on yourself, but be honest!

Publications for children,
P.T.A. study materials,
Church and school bulletins,
Child development materials.

Program Risers,
page 151.

THE COUNCIL

The Girl Scout council in which your troop is organized performs two main types of services:

1. Those which relate directly to troops and are given to leaders by people in the immediate locality. (Primary Services)
2. Those general services which support the Girl Scout program in the entire council. (Supporting Services)

Services Direct to Troops

Most councils are divided into geographic subdivisions (neighborhoods) with service teams to help organize troops and give continuing help to leaders. Composition of these teams may vary in different localities. Often they include a chairman and one or more troop consultants and troop organizers.

The chairman: is responsible for developing and maintaining Girl Scouting in the neighborhood, and is your link with the rest of the council. She may chair meetings in which you have opportunity to share successful activities and exchange ideas and discuss mutual problems with other leaders and adult volunteers.

Reports needs.
Gathers suggestions and requests.
Brings back answers.
Interprets policies.

The troop consultant: is available to help you move through your beginning stages as troop leader and to give you individual training and guidance on long-term basis. She may visit your troop meetings, confer with you about the progress of your troop, help you take an active part in council affairs. Call on her!

Informs.
Encourages.
Gives on-going help.

The troop organizer: is responsible for seeing that troops are properly organized and determines the need for troops in the neighborhood, making necessary contacts and arrangements. Assists with the smooth transfer of girls from one age level to the next.

Assesses needs.
Finds leaders.
Helps form troop committees.
Selects meeting places.

Services which Support

Your council provides many services which contribute toward the development of the Girl Scout program in the territory within its jurisdiction. These services are needed to maintain high standards, provide resources, support the efforts of leaders and other volunteers working with troops, administer general business, and conduct special events.

Your council provides training which helps prepare you for leadership as well as advanced courses involving skills and opportunity to learn more about working with girls. It equips and operates camps for the use of all girls in the council. It also provides office facilities and employs staff who provide specialized services.

Some councils provide a resource folder for leaders giving local material such as address lists of key people, places of interest to visit, camping information, service possibilities for troops, council policies and standards. Insert this material in your *Leader Notebook* for ready reference. The chart on page 74 gives a general picture of the operation of a council.

Program Services.
Camping.
Personnel.
Finance.
Public Relations.
Administration.

THE NATIONAL ORGANIZATION

The Girl Scout National Organization, officially called Girl Scouts of the United States of America, maintains a national headquarters in New York and national branch offices in each of the geographic regions. General direction to the Girl Scout movement is given by the National Council at its triennial meetings to which your council sends delegates. See the chart on page 75 for a picture of the general operation of the Girl Scout National Organization.

Services of the National Organization exist to make available a Girl Scout program of high quality for all girls from seven through seventeen who want to be Girl Scouts and who subscribe to the principles of the Girl Scout movement. Many of these services are disseminated through Girl Scout councils.

National Program
Standards, page 167.

PUBLICATIONS

Handbooks for girls, resource books for leaders, reference material, *Troop Records and Reports*.

Publications Catalog.

MAGAZINES

Girl Scout Leader, sent nine times a year to all registered Girl Scout adults. Contains articles to help them understand their jobs and the jobs of others. Program ideas, inspirational articles, descriptions of special projects, information on new resources, and cross reference to the *American Girl* are of specific help to leaders.

Subscription to *Leader*
included in membership
dues of all registered
adults.

American Girl, published monthly and available to all girls by subscription. It contains fiction, articles of timely interest, and regular features. Of special help to girls and leaders of Junior, Cadette, and Senior troops.

Reduced subscription rate for *American Girl*—subscribe on troop registration form or the *American Girl* subscription form.

GIRL SCOUT UNIFORM, INSIGNIA, EQUIPMENT

National Equipment Service makes available uniforms and insignia for all Girl Scouts and adults as well as a variety of troop and camp equipment. Catalogs are distributed to all Girl Scouts.

Official Dress Uniform for Girl Scouts.

Girl Scout Equipment Catalog.

AUDIO-VISUAL MATERIALS

Motion pictures, filmstrips, records, and flip charts have been developed to help you with your troop. Check to see what is available in your council.

Audio-Visual Materials Catalog.

TRAINING

Edith Macy Training Center, a residential facility in a camp setting, offers courses for leaders and other adults.

Edith Macy Training Center Catalog.

NATIONAL AND INTERNATIONAL OPPORTUNITIES

Rockwood, National Girl Scout Camp, near Washington, D. C.; Juliette Gordon Low Birthplace, Savannah, Georgia; special events such as Roundup, All-States Encampments, conferences; international exchange projects. Read about these in *Girl Scout Leader* magazine—share with girls.

REGISTRATION

Every girl and adult who has subscribed to the Promise and Laws and met the other membership requirements is a member of the Girl Scout movement. Membership is recorded through annual registration when national membership dues of \$1.00 are paid. You are responsible for registering not only yourself but all the members of your troop. You will receive troop registration forms through your council office plus individual adult registration forms for the leaders and troop committee members of your troop.

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

When girls and adults join the Girl Scout movement in the United States of America, they also become part of the worldwide movement through the National Organization's membership in the World Association of Girl Guides and Girl Scouts.

In free countries throughout the world, girls who share the same ethical code, the same kinds of activities, and similar ways of work through the patrol system are linked together through the World Association. In all countries, the activities, adapted to the country's customs and ways of life, are directed toward developing character and leadership, promoting health and safety, acquiring skills, and giving service to others.

Privileges of membership include wearing the World Association pin, using the World Association flag and flags of other member countries in ceremonies, having access to World Association publications and motion pictures, and being eligible to visit the World Association centers. Older girls may find pen pals in other countries through the International Post Box Secretary. Seniors and adults have opportunity to apply for international events sponsored by the World Association or by member countries.

Council Fire magazine.

Our Chalet, Switzerland.

Our Ark, England.

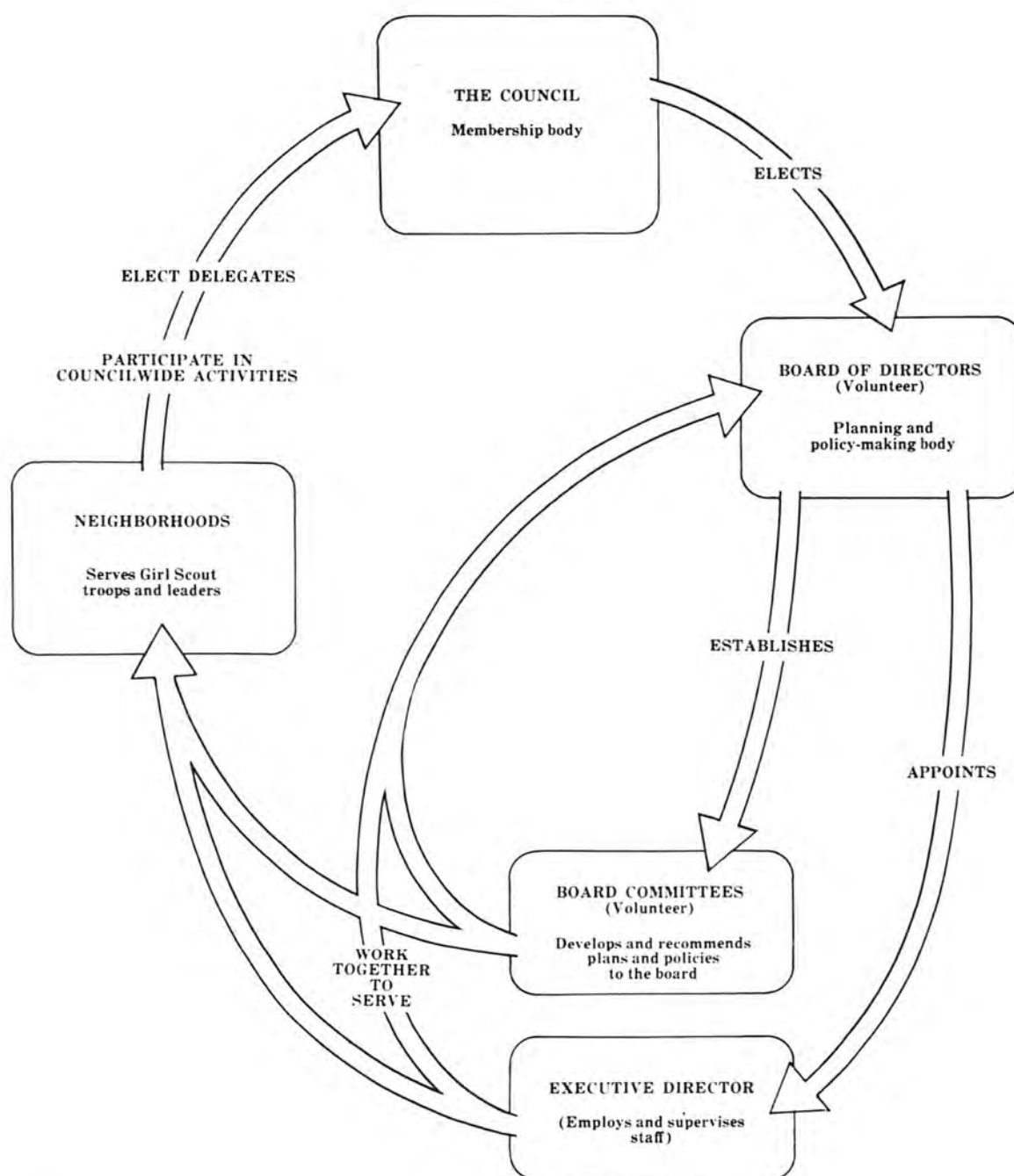
Our Cabaña, Mexico.

*Asian Center, India,
beginning 1965.*

AT EACH LEVEL,
REPRESENTATIVE GOVERNMENT IS THE METHOD OF OPERATION

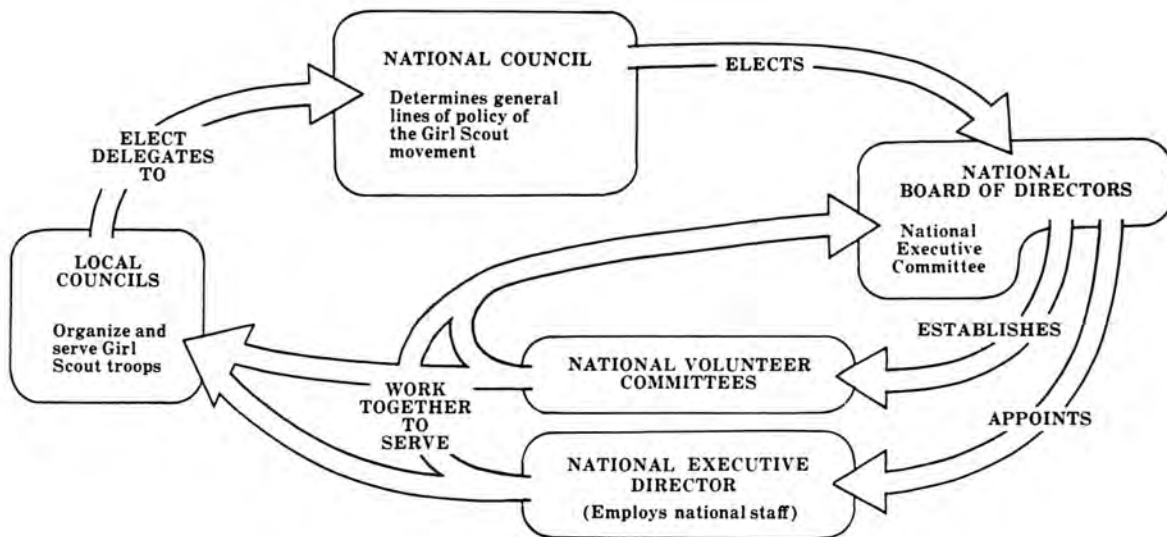
The Girl Scout Council

Councils extend membership opportunities to girls, supervise the Girl Scout program in troops and camps, and secure adult personnel, funds and support needed to sustain and develop the Girl Scout movement locally.



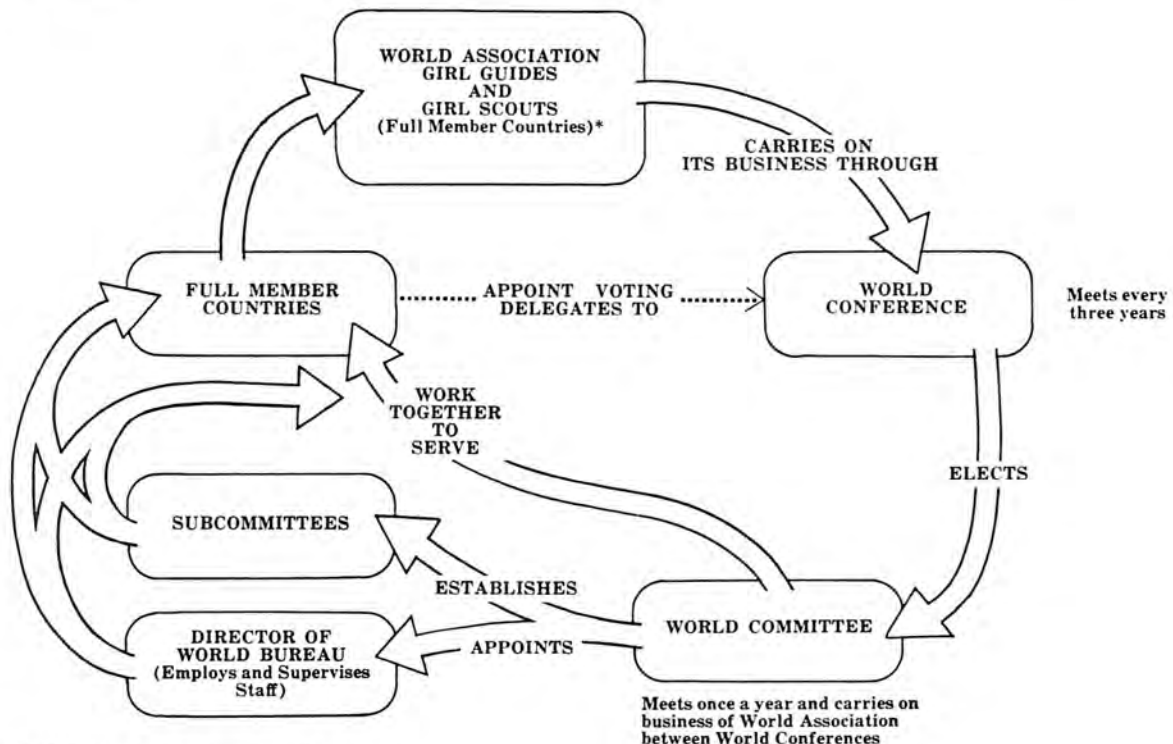
The Girl Scout National Organization

The National Organization, Girl Scouts of the United States of America, directs and coordinates the Girl Scout movement in the United States. It gives leadership to the movement and sets and maintains standards to ensure its proper growth and development.



World Association of Girl Guides and Girl Scouts

The object of the World Association of Girl Guides and Girl Scouts, founded in 1928, is to promote unity of purpose and common understanding in the fundamental principles of Girl Guiding and Girl Scouting throughout the world and to encourage friendship among girls of all nations.



*Tenderfoot member countries may attend as visitors.

CHAPTER 10

BROWNIE GIRL SCOUTING

FRAMEWORK FOR PROGRESSION IN THE GIRL SCOUT PROGRAM

	BROWNIE GIRL SCOUTS	JUNIOR GIRL SCOUTS
ONE PROGRAM WITH FOUR AGE LEVEL ADAPTATIONS	7- and 8-year-olds 2nd and 3d grade 16 to 20 in troop —	9-10-11-year-olds 4th, 5th, 6th grade 20 to 32 in troop 5 to 8 in patrol
RECOGNITION OF MEMBERSHIP	Brownie Promise Brownie Pin New girls meet membership requirements and are invested	Promise and Laws Girl Scout Pin Investiture Rededication
HELPS TO NEW TROOPS AND NEW LEADERS	Program Starters	Program Starters
FRAMEWORK FOR ON-GOING ACTIVITIES	The Brownie B's Brownie Girl Scouts join together to: Be Discoverers Be Ready Helpers Be Friend-Makers	Proficiency Badges Sign of the Arrow Sign of the Star
WIDER OPPORTUNITIES	Intertroop Council	Intertroop Council
THE STIMULUS TO CONTINUE	Bridge to Junior Girl Scouting	Bridge from Brownie Girl Scouting Bridge to Cadette Girl Scouting

FOUNDATION

After completing the first grade, girls are ready for and want an informal group experience. Spontaneous clubs may start and dissolve again. Girls, however, need a continuous group where they can achieve and participate, where they can get acceptance outside the home, where they can express themselves constructively and creatively. The two-year age span in Brownie Girl Scouting helps prepare for the three-year span in other levels of Girl Scouting.

This Book, page 8

Brownie Girl Scouts meet the same membership requirements as do all Girl Scouts although the requirements are stated more simply in the *Handbook*. The two-part Brownie Promise is a simple version of the Girl Scout Promise; Brownies are not asked to subscribe to the Girl Scouts Laws.

This Book, page 9

The suggestions in the *Brownie Handbook* and in this book are not offered as pre-assembled plans, but as ideas which can be woven into rich, varied Brownie troop activities. Program Starters are the first introduction to everything. The first five chapters of the *Brownie Handbook* include everything the troop needs to do and learn to prepare for investiture.

This Book, page 10

To the child, the Brownie B's mean simply: "This is what we can be because we are Brownies and because we have a troop and grownups to help us." To you, the B's offer direction in planning with freedom to go where discoveries lead you.

This Book, page 11

Wider opportunities for Brownie Girl Scouts vary from council to council. The health and safety of the Brownie is a primary consideration; large public gatherings should be avoided. Small-scale activities with other troops should be planned to give Brownies a sense of belonging to an organization which extends beyond their own troop.

This Book, page 12

The whole two years of Brownie membership should make the girls eager to continue in Girl Scouting. During the last few months, Brownies who are ready to progress to Junior Scouting should meet occasionally with the Junior troop to which they will go.

This Book, page 14

BROWNIE PROMISE

*I promise to do my best
To love God and my country,
To help other people every day,
especially those at home.*

This section of the *Leader Notebook* fills in some of the things the *Brownie Handbook* had to leave unsaid because of vocabulary limitations of seven- and eight-year-olds, and it includes additional ideas and resources for your use. Read it against the backdrop of Part I which is concerned with one Girl Scout program for girls seven through seventeen. Read, also, in relation to the *Brownie Girl Scout Handbook*. We know that Brownie Girl Scouts are interested in, and can understand, much more than they can read. The *Handbook* contains many ideas which are meant to start the Brownies asking questions and asking for more. These ideas will give you a good start, too.

THE BROWNIE TROOP AND THE GIRL

Every Brownie should find the following in the troop she joins:

- o A group small enough to give her a sense of belonging, but large enough to make possible a variety of activities and an opportunity to meet new friends. The recommended size, sixteen to twenty girls, makes it possible for you to know the girls individually. If the troop grows beyond twenty girls, inquire about having it divided.
- o Grown-up friends who can help her as an individual.
- o Opportunity to develop her own abilities at her own rate of speed.
- o A choice of creative activities and happy experiences indoors and outdoors.
- o A voice in planning and managing troop affairs.
- o Something to look forward to as she grows in Girl Scouting.

Contact the troop organizer
in your community.

Leader, assistant leader, Program Aides, program consultants.

THE NAME "BROWNIE"

- o Selected by Lord Baden-Powell from an English tale, "The Brownies." He thought the cheerful, helpful, little people in the story a charming model for young girls.
- o The story is written so that many seven- and eight-year-olds can read it themselves. Brownie Girl Scouts have always liked to act out scenes of the story. The revised version in the *Handbook* introduces the concept of belonging to a group and the Brownie Ring.

Founder of Scouting for boys and girls.

Handbook, pages 13-23.

Brownie Ring is the form of troop government at the Brownie age level. See page 92.

BROWNIE INSIGNIA

- o The Brownie Girl Scout pin is the figure of a brownie enclosed in a trefoil—instead of the trefoil pin worn by other Girl Scout members. In a sense, the brownie figure is reaching out and up to the bigger promise.
- o Brownies in every member country of the World Association of Girl Guides and Girl Scouts wear a blue and gold pin picturing the hand sign, symbolic of the two-part Brownie Promise.

Handbook, pages 34-35.

WHAT YOU CAN GIVE EACH BROWNIE GIRL SCOUT

What the Brownie Girl Scout needs most is warm, supporting adults who care about her and accept her as she is. She needs you. You can help her to grow and develop. You are one of the adults who can make a real difference in her life.

FOR EACH BROWNIE	THROUGH
A sense of personal worth and self-esteem.	Experiences simple enough so that every girl can succeed.
A feeling of belonging and a sense of responsibility to the group; growing ability to work and play with others.	Girls and leaders planning together and working together.
Freedom to discover and to create.	Setting limits on behavior but not on creativity.
Respect for law and property of others.	Adult example. Patterns of respect for people and property are caught, not taught.
Happiness within an organized group; security of knowing what is expected.	Good "rules" to follow and a feeling of acceptance. If every girl feels her participation counts, discipline problems will be at a minimum.
Knowledge of health and safety.	Problem-solving technique. Use the "Health and Safety Brownie," which appears in <i>Handbook</i> illustrations—sometimes partially hidden—when there is a potential health or safety hazard. You and Brownies <i>stop</i> and <i>think</i> at these points. Girls must learn to obey the adult immediately in any emergency; ask "why" later.
A feeling of being a Brownie Girl Scout and of belonging to the Girl Scout movement.	<p>Program Starters:</p> <ul style="list-style-type: none"> ◦ Get-acquainted games to give you clues to child interests and abilities. ◦ Brownie story and its relation to Brownie Ring and Promise. Ceremonies and creative storyplaying based on the story. ◦ "Brownie Lore"; Brownie magic which lends spice of shared secrets; Brownie Ring, Brownie Gold (dues), Brownie ways of doing things. ◦ Promise, sign, uniform, insignia; existence of Brownies in many countries of the world. ◦ Brownie songs, familiar games. ◦ One short activity under each of the Brownie B's.

CHECK POINTS FOR ACTIVITIES

The Brownie troop can help meet many of the developmental needs of girls seven and eight. The Brownie story and Brownie B's stress meeting the present needs of girls and the interests growing out of these needs. Test activities to see if they are giving girls:

- o Opportunity to sample, test, try, make mistakes without adult censure.

Be Discoverers.
- o Guided opportunities to make friends with children their own age through playing, working, sharing, taking short-term responsibilities in the troop.

Brownie Ring, officers and committees, Be Friend-Makers, intertroop events, camping.
- o A chance to be known as persons by those outside their families, to feel important and worthwhile.

Troop members, leader, older Girl Scouts.
You may be one of the first adult friends outside home.
- o First-hand chance to discover how other people in the world live—extending their limited horizons to other places and people, building on knowledge gained through television, stories, etc.

Be Friend-Makers. Contact with people who have lived in other lands. Awareness of Brownies of other countries.
- o Feeling of being needed; participation at their level in council and international service projects, living the Promise in a simple and concrete way.

Be Ready Helpers, Brownie Promise.
- o Satisfaction of knowing they have achieved. Do not set requirements which may mean "failure" for slow learners, and too easy achievement for fast learners. Use informal checklists in *Handbook* and celebrations of troop achievements.
- o A chance to use large muscles (games, creative drama, dancing, hiking); small muscle and hand-eye coordination not yet fully developed.

The younger the child, the bigger the paper, brushes, tools, yarns.
- o Frequent intervals of rest and quiet play.
- o Real satisfactions of making and doing—the end product is secondary. Value in what they make lies in the fact that it is theirs—untouched by adult hands.

Interpret to parents who measure accomplishments by take-home craft project.
Be Discoverers.
- o A change of pace. Activities geared to short attention span. Girls shift attention often and quickly—the child's natural way to avoid boredom. They will not always follow through on an extended project.

Be ready with a pocketful of quickie ideas.
- o Opportunities to make rules. Need help in abiding by them.

Brownie Ring. Troop management.

CHECK POINTS FOR BALANCE IN MEETINGS

Troop meetings should be one and a half to two hours long. Meetings shorter than this result in a panting pace for setting up, doing, cleaning up. Each meeting should have a balance of the following:

- o A way to let off steam—preferably out-of-doors, before actual opening of meeting.
- o Something in a ceremonial mood—an opening or closing ceremony, a flag ceremony, a bit of Brownie magic.
- o One new thing learned in an active playway. Try to note one past accomplishment with satisfaction, too. Use the Brownie B's.
- o Short periods of rest or quiet as needed. Watch for fatigue, overstimulation.
- o Some element of surprise, secret, magic, or gleeful anticipation. Brownies often have a “pretend” world that satisfies their need for adventure. A big adventure can be made out of almost anything they are going to do. The apparently unplanned.
- o Activity that exercises the large muscles—games, creative drama, dancing.
- o Opportunity for expression of Brownies' own ideas. Making activity plans in the Brownie Ring. They like to just “talk about.”
- o Something to carry over between meetings at home—perhaps just a thought or something to anticipate. They need time to absorb new experiences.

CHECK POINTS FOR YEARLY BALANCE

Over a period of a year, there should be a balance of activities. Check for a balance of:

- o Active and quiet.
- o Outdoor and indoor.
- o Formal (ceremonies) and informal.

In addition there should be:

- o Seasonal activities—something for summer, winter, spring, fall.
- o Culminating events: celebrations (not every holiday), hikes, community trips with a purpose, cookouts, parent participation occasions, service, intertroop events (both with Brownie Girl Scouts and older Girl Scouts).

Skills should not be learned in an isolated context for their own sake—but in connection with their use. For example, simple outdoor skill learned to use in an exciting outdoor adventure.

ACTIVITIES THROUGH THE BROWNIE B's

The Brownie B's give form and Brownie atmosphere to activities which girls like. All elements of the Foundation of the Girl Scout program are woven through the Brownie B's. There are no set requirements and no specific subject matter to be "covered," rather, knowledge, values, discoveries to be uncovered.

Be Discoverers

Seven- and eight-year-olds are in the age of discovery. *Handbook*, pages 55-165.

Guide curiosity into constructive effort to discover how's and why's of the world.

Encourage expression of their discoveries in creative arts; appreciate the freshness of the child's view of things.

Provide rich variety of experiences—Brownies explore widely but not deeply. They switch interests suddenly and often.

Pursue Brownie questions and wonderings; go on quests with girls.

Use the categories—arts, home, out-of-doors—for adult convenience only. Brownie discoveries are not classified—the child and her world are one.

Go on discovery trips with girls. Plan carefully, rehearse courtesy and safety through play acting.

- o Talk about a trip in Brownie Ring: what to expect and what is expected of them.
- o Know the destination: what it offers in relation to what troop is doing, facilities and health factors (see *Safety-Wise*). (Can troop committee help check?)

- o Arrange arrival and departure time, transportation details, parent permissions. Get troop committee help.

- o Enjoy the trip with the Brownies—nagging will not be necessary if planning was good.

- o Evaluate, soon, at Brownie Ring talk-about: good things first, praise where merited, improvements for another trip.

- o Celebrate the trip! Brownie paintings, stories, songs, acting it out are Brownie ways of expressing what impressed them.

Build on your own hobbies, but only after a clue from the girls. For example, your knowledge of rocks and minerals can be used after girls collect pebbles and ask questions. Then, when interest is high, open up a whole new world by the magic of splitting a rock open with a hammer.

Be selective—do not overload Brownies with strong impressions in quick succession. Give them time to respond with their whole beings to each new experience.

IN THE HANDS OF A RESOURCEFUL LEADER, THE B'S CAN PROVIDE:

A way to recognize what the troop has done without awards, by sharing it, expressing it in one of the arts, celebrating it in some way.

An aid to planning: where to begin (simple activities in *Handbook*); how to go on; how to evaluate by child standards rather than adult.

A guide to progression: in breadth for the most part. Move from simple and familiar activities to more adventurous and demanding ones.

A means of achieving balance and variety without bewildering children through activity hopping.

Be Ready Helpers

Getting ready to help "especially those at home" through skills learned in the troop. *Handbook*, pages 168-193.

Interpret to parents—the home must be prepared to receive the "help" even though it takes mother's time. Children are encouraged when their efforts are really wanted.

This Brownie B makes the Promise concrete and is an entering wedge to wider service.

Be Friend-Makers

A step toward good human relations—from "me" to "we" stage. *Handbook*, pages 196-207.

Create situations to help Brownies exercise skills in living — friendly relationships to others.

Provide troop activities which give experience in respecting property, rules, rights of others.

Encourage interest in Brownies around the world as a first step in international friendship.

Use stories, games, songs, and festivals to open young hearts to understanding and appreciation of other peoples. Stress likenesses; present differences as variations that add richness to life. Avoid quaintness and stereotypes.

Abstract concepts such as service, citizenship, international friendship have little meaning for seven- and eight-year-olds, as they have had little experience on which to base them. *Be Ready Helpers* and *Be Friend-Makers* give girls simple concrete experiences on which they can generalize later, as older Girl Scouts.

WIDER OPPORTUNITIES

The following are recommended wider opportunities for Brownie Girl Scouts:

- o Meetings away from regular meeting place—explorations, walks, community trips, small group “cook-ins” in mothers’ kitchens.
- o Joint activities with another troop or with a non-Scout group.
- o Occasional small neighborhood gathering such as outdoor day or international celebration.
- o Day and established camp offered by your council. Begin to promote early in the year. Relate troop activities to anticipation of camp.

Include small occasions with persons of different ages and backgrounds.

~~Avoid neighborhood investigations and fitness ceremonies. They are repetitive and monotonous.~~

Consult council for camp information, promotional aids.

Some Cautions

Save the pageants, long parades, councilwide demonstrations of troop activities, and evening entertainments for older girls. Participation may result in fatigue, nervous excitement, overstimulation. Do not exploit Brownies because of their cuteness.

Brownie Girl Scouts should not take part in cookie sales or other product sales because:

- o They are too young to handle other people’s money.
- o House-to-house selling is unsafe for them.
- o It takes time away from worthwhile troop activities.

“Brownies should earn money only through group projects done as part of troop activities, not through sales by individual girls.”—Program Standard G, page 170.

STIMULUS TO CONTINUE

When Does It Begin?

The desire to grow up in Girl Scouting must weave through the full two years of Brownie Girl Scouting. The *Handbook* tells about older Girl Scouts. A chance to see and know these Girl Scout sisters at camp, at intertroop events, and as Program Aides will make Brownies increasingly aware that they are full members of the Girl Scouts.

How Can You Strengthen It?

Build a firm bridge to Junior Girl Scouting. Ideally, every Brownie troop is linked to a Junior "sister troop" into which the girls know they can fly up. A neighborhood cluster of troops of each age level and a plan for smooth transition to a troop of the next level is desirable. If possible, the Brownie and the Junior troop should have one or more joint activities so that girls will be acquainted with what lies ahead.

How Can You Help Brownies Fly Up (Cross the Bridge)?

During the last few months, the Brownies who are ready to fly up (not the whole troop) should meet with the Junior troop one or more times. Joint activities or demonstration by Juniors will show the fly-ups:

- o The three-part Promise and the Laws (to be learned before the fly-up ceremony).
- o Junior uniform, insignia, *Handbook*.
- o Junior Signs and badges.
- o Patrol system in action.
- o More adventurous and grown-up activities.
- o The fun and friendliness of the troop.

The bridge activities culminate in the fly-up ceremony (see page 88).

Crossing the Bridge

Brownies participate in a fly-up ceremony:

- o Receive Brownie Wings from Brownie leader.
- o Wear Junior uniform for first time.
- o Rededicate themselves to Girl Scouting by making the three-part Promise and subscribing to the Laws and receiving the trefoil pin from the Junior leader.

Brownie Wings may be purchased and worn by a Junior or Cadette who has been a registered Brownie Girl Scout.

MORE ABOUT CEREMONIES

WHAT IS A CEREMONY?

A celebration of a special happening, characterized by dignity and respect. See Chapter 6.

WHY HAVE THEM?

Brownies (even though they cannot analyze their feelings) are aware that ceremonies make Brownie meetings something special. The ceremony may seem more like dramatic play at the time, but it is usually a treasured memory later. It should help Brownies express feelings of respect, praise, happiness.

WHEN?

Ceremonies are essential for:

- Investiture, when a girl is invested as a Girl Scout in a Brownie troop.
- Fly-up, when she goes on as a Junior Girl Scout.

Ceremonies are optional for:

- Opening or closing a meeting.
- Celebrating holidays, birthdays, completion of service projects.
- Thinking Day, other special Girl Scout days.
- Troop birthday, to celebrate a troop's own high points.

WHO?

You introduce ceremonies, taking responsibility for first investiture and other firsts. Then involve girls in creating and planning.

Some girls may not want to participate. Do not insist.

SOME TIPS

- Be sure there is a reason for the ceremony and that Brownies understand it.
- Give girls a share in the planning.
- Be sure the place and the occasion are suitable for seven- and eight-year-olds.
- Keep it dignified, short, and simple.

~~Avoid repetitive ritual, adult moralizing, performance before audience.~~

Brownie Investiture Ceremony

ESSENTIAL ELEMENTS:

1. Making of Brownie Promise by each girl individually.
2. Receiving the Brownie Girl Scout pin.
3. Being welcomed into the troop and into Girl Scouting.

SAMPLE INVESTITURES (Vary these to suit your troop)

- A. Troop in circle or horseshoe formation—no special equipment needed.
 - Ask girl simple question: “Why do you want to be a Brownie Scout?” or “What does it mean to make a promise?” Girl answers in own words.
 - Ask girl to make her Promise. Help her if she is shy. Ask “Do you promise to love God and your country . . .” This will help her recall the words. As she makes the Promise, she uses Brownie hand sign and the troop stands quietly.
 - Put the Brownie pin on the center of the girl’s left pocket, telling her she is now a Brownie Girl Scout. Give the Brownie handshake and welcome her to Girl Scouting.
 - The girl turns to face the troop and they welcome her with the hand sign or a song.
- B. Outdoor variation. Lead up to the investiture with any activity you and the girls plan. Have a simple, spontaneous dramatization of the Brownie story. If no brook or pond is available, imagine one!
 - Take each Brownie-to-be, turn her around, put on her Brownie beanie, and say (or have girl repeat), “Twist me and turn me and show me the elf. I looked in the water and saw —.” The girl looks in the magic pond and sees a Brownie peering up!
 - The girl then tells you she is ready to be a useful brownie at home by being a Brownie Girl Scout, stands in the Ring until the others have done the same thing, and waits to be invested.
- C. Enlargement on the simple ceremony—for well established troops welcoming new girls. A “pool” can be constructed in the center of the Brownie Ring by using a mirror edged with greens.
 - Brownies-to-be are sent outside with the assistant leader. The rest of the troop help construct the “pool.”
 - The troop seats itself around the pool, beside which lie the Brownie pins.
 - Leader with the Brownies-to-be knocks on the door. *Leader with the troop asks:* “Who comes to the Brownie woods?”
Brownies-to-be: “We do!”
Leader: “What do you want?”
Brownies-to-be: “We want to be Brownies.”
 Leader asks why, and girls give their own special reasons. Girls enter and sit by the pool.
 - Proceed with ceremony as outlined above.

Whether one girl or sixteen girls, each makes her Promise individually.

Handbook, pages 42-43.

Presenting World Association Pin

All Brownies wear the World Association pin for Brownies, especially designed for them. This may be presented at the time of investiture or you may postpone the presentation until the troop has had some Friend-Maker activities.

Explain the meaning of the pin, part by part. The hand holding up two fingers stands for the two parts of the Brownie Promise, and for the hand of friendship which all Brownies stretch out to one another the world over.

There are no requirements for the pin and none should be made up by the troop. Older members who already have a World Association pin for Brownies could plan a ceremony for the newer members.

Handbook, page 35.

Membership Star Ceremony

Some troops like a short ceremony for receiving membership stars on the troop birthday.

- o Place a large shiny star in center of the Brownie Ring. (Cardboard covered with aluminum foil.)
- o Call each girl, in turn, to the center of the Ring. As girl steps onto the star, give her the membership star saying:
 "Keep this star bright by night and day,
 By Brownie good turns along your way."
- o Flag ceremony, page 48.

Fly-up Ceremony

This ceremony may be planned jointly by the Brownie troop and the Junior sister troop to which the girls are going, or by either one or the other troop. Ideally, both troops will be present at the ceremony. This is a double ceremony: The fly-up from the Brownie Girl Scout troop; and the rededication to Girl Scouting as each girl makes the Girl Scout Promise and receives the trefoil pin. Usually both the Brownie and the Junior leaders participate. The essential parts of the fly-up ceremony are:

Handbook, page 220.

1. The girl receives Brownie Wings from her Brownie leader.
2. She rededicates herself to Girl Scouting by making the Girl Scout Promise and receiving the trefoil pin from the Junior leader.

The fly-up is a private troop ceremony in which the girl makes a serious personal promise. It should not be part of a Court of Awards and should not be a performance for an audience.

AN EXAMPLE

Typical formation: Brownie troop and leaders form a ring at one side of the room. Junior troop forms a horseshoe at the other side, with open end toward the Brownies. The space between may be used to symbolize the transition. (A rustic bridge; a rainbow arch of colored paper strips; stepping stones of cardboard labeled Discoverer, Ready Helper, Friend-Maker; large-sized cardboard wings attached to the fly-up shoulders; any other prop which the girls may think of.)

Order of ceremony:

1. Each fly-up tells what she enjoyed most about Brownie Scouting.
2. The Brownie leader presents her with Brownie Wings and makes appropriate remarks on her achievements and wishes for the future. The troop says:
 "Now it's time to say good-bye
 Break the ring, and out you fly."
 The ring breaks just long enough to let the girl and leader out.
3. Leader takes girl to center of room. She may say:
 "Brownie, you are just about
 To become a Junior Scout.
 In the troop you soon will find
 Junior Scouts are true and kind.
 So now I give you Brownie Wings
 That you may fly to bigger things."
 She then may pin on large cardboard wings and gives Brownie handshake.
4. Girl is met by patrol leader or Junior troop leader and conducted to the horseshoe.
5. Junior leader asks girl why she wants to go on in Girl Scouting.
6. Girl makes the Girl Scout Promise and receives her pin.
7. She is welcomed into the Junior troop.

Note on uniform and Brownie Wings. The fly-up ceremony is the first time the Junior uniform may be worn. Some parents may wait until fall to purchase the uniform. Brownie Wings may be worn on the badge sash of any Junior or Cadette who has been a registered Brownie. Customarily, these are presented during the fly-up ceremony. To encourage girls to rejoin at any age, if for any reason they drop out (family moving or other reason), it is suggested that Brownie Wings be given to all girls leaving the Brownie troop.

Birthday Ceremony

If birthdays of individual troop members are celebrated, keep the celebration short and simple. Crowning the birthday queen (or princesses, if there are several during a month) will give recognition to the important occasion without having a party for every birthday.

- o Troop makes paper crowns or wreaths and keeps them in a birthday box. Let them use imagination.
- o In Brownie Ring, the last birthday queen leads the new birthday queen to the place of honor next to the birthday box. Troop sings while box is being opened.
- o The last queen says, "We put this lovely crown upon your head, Birthday Queen. Now close your eyes, Brownies. Take hold of hands and each one think, quietly, a wish for —'s birthday." The troop may then wish the girl a happy birthday.
- o The birthday queen wears the crown for the rest of the meeting and may have the privilege of choosing her favorite game.

Opening Ceremonies

Some troops like a special ceremony to show when the meeting opens, especially if girls arrive at different times or need an after-school snack. Such openings are short, usually made up by the troop.

Usually the formal opening coincides with the opening of the Brownie Ring.

Handbook, pages 50-51.

VARIATIONS:

- A. Brownie B ceremony, in which the surprise element is used. Say, "Brownie B's come in threes!" Then point to a child who steps into the Ring and pantomimes an activity illustrating one of the B's. For example, Brownie pantomimes dusting furniture. Troop says: "Be Ready Helpers."
- B. Roll calling and dues. Make this a bit of ceremony, building on the "Brownie Gold" idea. Girls may make a Brownie Gold Bag or a "bank" of their own devising.
- C. Linking ceremony (pictured in *Handbook*, page 30.) Can be done with paper chain in place of rope. Can be used with knot tying ropes and square knots. See *Handbook*, page 60.
 - 1. Before girls are seated in Brownie Ring, leader ties ends of her rope together forming a loop.
 - 2. Brownie next to her slips end of her rope through the loop and ties ends of her rope, and so on around the Ring.
 - 3. When chain is complete, each girl holds her loop in the left hand and makes hand sign with the right. They repeat together:
"Brownie Scouts join together to:
Be Discoverers,
Be Ready Helpers,
Be Friend-Makers."

Handbook, page 50.

Closing Ceremonies

Closings are used to give a rounded out, complete feeling to the meeting. A closing should be a time for quiet preparation for going home and should leave the Brownie with a feeling of satisfaction. Use any of the following or have the troop develop its own.

CLEANUP CEREMONY

The girls move about arranging everything neatly, singing the magic cleanup song.

Handbook, page 46.

When finished, the girls line up before you.

You ask:

"Is everything finished?"

"Is nothing left?"

"Then, begone!"

Girls answer:

"Everything!"

"Nothing!"

MAGIC TUNNEL

When hats and coats are on, Brownies stand in two lines making arches with their arms. The pair farthest from the door goes through the arches, then the next pair, etc., so that the tunnel diminishes and the last two go out under the arch made by the two leaders.

VANISH

Appeals to the imagination. Hats and coats on, Brownies gather by the door and sing a favorite good-night song. Then, complete silence. Leader says, "Vanish," and every girl quickly and quietly disappears as if she has cotton under her shoes.

GOOD-NIGHT SONG

Girls like the one on page 222 of *Handbook*.

MORE ABOUT BROWNIE RING

WHAT IS A BROWNIE RING?

That part of a troop meeting when Brownie Girl Scouts and leaders gather in a circle or “ring” to hold discussions and conduct business.

Form of troop government at Brownie age level. *Handbook*, pages 48-52.

WHEN DOES IT MEET?

At most troop meetings—after some active play, when girls have worked off surplus energy and are ready to settle down briefly to business.

Brownie Ring not usually held on outings or trips.

HOW DO I GO ABOUT IT?

Take the hand of a girl near you and begin circling the room, gathering the rest of the troop. Chant “Round and round and round about . . .” Girls will learn by repetition—may even think up a tune for it! Sit close together, in a circle, on floor, feet crossed or all in one direction, hands in lap. Let troop decide on the most comfortable way to sit but agree on *one* way. Sit-upons are useful (*Handbook*, page 57).

Leaders are part of Brownie Ring. You may prefer low chairs or stools.

IS THERE A SPECIAL WAY TO OPEN THE MEETING?

The opening of the Brownie Ring constitutes the opening of the formal part of the meeting. Have a definite opening but keep it simple. A song, Brownie sign and Promise, opening of the World Treasure Chest, or any of the ceremonies on page 90; or roll call with each girl answering briefly on something selected previously. (One new way to help at home; a sign of spring or other season; something I wonder about.)

See flag ceremony, page 48.

WHO CONDUCTS THE BROWNIE RING?

Most often, the leader. Even after officers have been chosen by rotation or election, the adult is needed to guide discussions and settle disputes.

Whatever officers seem needed: president, may be called Brownie Ringling; treasurer, Keeper of Brownie Gold.

WHAT GOES ON IN THE BROWNIE RING?

“Agenda” varies from week to week—storytelling, news or pictures of Brownies in other parts of the world, messages to take home, “talk abouts,” making plans for things girls want to do as a troop. Brownies may have had little experience on which to base decisions. Give them “Brownie Choice” of two or three good ideas. Formal closing not needed unless it is the end of the meeting time. Be sure each Brownie knows what she will be doing for the rest of the meeting.

Keep agenda for Brownie business short. Wiggling and giggling are signs that it is time to end Brownie Ring.

SOME HINTS FOR CONDUCTING MEETINGS

DISCUSSION

Use Brownie Talking Sign for recognition—help girls learn to talk in turn (*Handbook*, page 49).

Be sure a few extroverts do not monopolize. Go around the ring for each to give *one* idea. Or, ask a vocal child to wait until a few others have a turn.

Learning to listen comes first; later, learning to respect opinions of others. These are first steps in citizenship.

VOTING

Relate Brownie voting to parents' voting on something for their community.

Secret ballot—eyes closed, raised hands, or troop can make up its own way.

Hardest lesson is learning to accept majority decision. "Dream Box" holding minority choices for future is a helpful device (*Handbook*, page 49).

Give and take, losing graciously, self-discipline—learned gradually through activities requiring them.

TROOP MANAGEMENT

Handbook (pages 47-53) is purposefully noncommittal on timing of responsibilities for planning, money handling, choosing officers; leader is best judge of girls' state of readiness.

Seven- and eight-year-olds often react negatively to leadership of their peers; call it "bossiness."

Short-term committee work, adult guided, is preparation for patrol system of Junior troops.

Many Brownies like parliamentary procedure—as a game of pretend.

Do not rush self-government before girls are ready. Drawing officers out of "It Bag" may be a good starting point.

TALK-ABOUT TOPICS

- o Ideas for the good of the troop—from slips of paper, or ideas whispered to the leader. May result in a new rule, or a new project.
- o What is the happiest thing in the world? the saddest? prettiest?
- o My very best day.
- o Favorite smell, sight, sound, color, etc. (If you write these down, a beautiful group free verse poem might result.)

MORE ABOUT "BE A DISCOVERER"

Discover the World Outdoors A Plan for Progression*

LOOK OUT with a purpose, from meeting room window. Signs of seasons, weather detecting, people at work.

MEET OUT often, and in all seasons. Many troop activities, celebration, or ceremonies can take place out-of-doors.

PLAY OUT. Free play; active games to let off steam; games for learning, for quieting down; nature observations; singing games.

WALK OUT with a purpose.

HIKE OUT, going farther afield.

EAT OUT, progressing from snack to nosebag lunch. (*Handbook*, pages 88-89)

COOK OUT, first in a backyard or park with no hiking preceding it. From nosebag lunch with soup or hot beverage, with each Brownie stirring the pot, progress to a simple one-pot meal.

SPEND A DAY OUT, with a Junior troop as part of the bridge, or a neighborhood Brownie Revel, or a Brownie family day.

CAMP OUT, by the day in a day camp provided by the council, and/or two weeks at an established camp provided by the council.

*See *Handbook*, pages 56-109

Discovery Hikes

Brownies love outdoor discoveries because discovering is fun, and because the world is new and wonderful. You can have some of these purposes in mind (*Handbook*, pages 80-85).

TO OBSERVE

- o Just looking, listening, wondering, enjoying, creating an awareness of sounds, colors, textures, movements, likenesses, differences, relationships. Use of all five senses.
- o *In the city*—things on wheels, kinds of stores, people working, people of other lands, nature in store windows, nature in cracks of pavements, sounds of the city.
- o *In the country*—the way seeds travel (*Handbook* page 107); tracks of animals, birds, or vehicles; musical sounds of nature. Do not worry about *naming* things—just enjoy them. A few names will be learned easily through questions or games.

TO POOL INFORMATION

- o Girls know a great deal about nature. Let them share it. The whole outdoors is their science laboratory at this age.

TO WONDER

- o How did that big rock get there? How do animals find food and shelter?
- o Why do birds nest in the spring? Why is the sky blue?
- o Where do stars go in the daytime?

TO COLLECT

- o Just for the sake of collecting, or to make something. (*Handbook*, page 98).

TO MAKE THINGS

- o *In preparation*. Sit-upons, tote bags, litter bags, dip nets, first-aid kits. *Handbook*, pages 57, 64, 68.
- o *On the outing*. Create outdoor meeting place; do outdoor good turns; make outdoor play houses, stick dolls with leaf costumes, acorn tea sets, snow forts, simple campcraft equipment, milkweed pod or bark boats; plant, tend, harvest a garden. *Handbook*, pages 72, 73, 78, 79.
- o *Right after*. Complete the experience by expressing it in some medium—poems, songs, stories, dance, log books, paintings, drawings, collages, montages, simple mobiles, nature prints. *Handbook*, pages 98-109.
- o *Any time after* (if interest still holds). Arrange things collected; make outdoor nature museum (unlabeled), weather detectors, cloud flannelgraph, bird feeders; make crafts from materials gathered such as winter bouquets, nut and seed jewelry, nature puppets, stick and stone creatures, pebble mosaics. *Handbook*, pages 98-109.

Discovering Conservation

Brownies can “catch” life-long attitudes of conservation if experiences are woven naturally into activities in the out-of-doors. Do not tell them too much; watch for the opportunity to let them do something. Relate outdoor good turns to love of God and country and helping others. Here are some learnings to incorporate into outdoor fun, as situations present themselves.

- Avoid cutting across corners of lawns, walking through hedges.
- Use care in picking leaves—see next year’s leaf bud at the base of the leafstem.
- Push dried leaves under trees and hedges to form soil.
- Leave cookout site clean. (But do not let Brownies overdo this—sweeping paths clean of leaves; explain that the ground needs its carpet of leaves.)
- Respect ponds and streams, as the homes of some animals and the drinking water of others. Use of soap in water might kill baby fish.
- Give wild things the right of way—sounding bicycle bell only makes them “freeze.”
- Leave wild flowers for others to enjoy. After plants have seeded, it is all right to gather seed pods and cones for winter bouquets.

Brownies are not able to generalize about the balance of nature. Lead them to examples of nature’s interrelatedness, then let them observe and question. Some examples:

- Watch spiders catch and eat insects on potted plants.
- Observe how leaves and vegetable scraps form humus for plant life.
- Point out that trees depend on their own fallen leaves for mulch and for help in storing water.
- Explain that all plants depend on earthworms to aerate the soil.
- Look for three years of leaves in wooded places: this year’s dried leaves, last year’s partially decomposed leaves, and the previous year’s leaves beginning to form rich soil. (Look in a natural science book to see how long it takes nature to form one inch of top soil.)
- Stimulate curiosity with questions about animal and bird feeding habits. For example, what does a squirrel eat? If there were no nuts, could he live? Does he depend on trees for life? What materials are there in a bird’s nest? Put out nesting materials and watch birds come for them—short string and yarn, cotton, dog’s hair.

Brownies can take pride in being nature’s helpers. Lead Brownies to see that they are really helping every time they feed and water a winter bird, pick up all their own litter, or refrain from picking wild flowers. *Handbook*, pages 189-193.

Discover Fun with Lines, Shapes, and Colors

A variety of inexpensive art materials, other than the conventional crayons, will prove stimulating to Brownies. (Protect girls' uniforms. Smocks can be made from men's old shirts.) Here is a list designed to coincide with the visual art activities in the *Brownie Handbook* (pages 110-125). You will add others as interests expand.

- o Natural materials gathered on hikes—leaves, twigs, seed pods, pebbles, shells.
- o Large sheets of paper for painting—shelf paper, suit box tops, ends of newsprint rolls, sample wallpaper books or rolls of discontinued patterns.
- o Miscellaneous objects for printing and stamping—spools, sponges, dowel ends, corks, blocks of wood.
- o Fabric for creative stitchery—sturdy background fabric of plain color, at least 9 by 11 inches; fabric for appliqué in various colors, textures, and weaves. A supply of large eye needles, thimbles, rubber cement, yarns, and embroidery floss.
- o Paints—powdered poster or tempera colors. Extending white (less expensive than pure white), black, light yellow, vermilion or red orange, magenta or red violet, blue (ultramarine), turquoise or blue green. These powdered paints when mixed with water to the consistency of thick cream can be used on paper or wood; add more water and they become thin water colors; mix with liquid starch and they become finger paints. A solution of equal parts of white shellac and wood alcohol applied with a rag over dried poster paint will make painted object waterproof.
- o Brushes—large, long-handled brushes: stiff flat bristle brushes $\frac{1}{4}$ to $\frac{1}{2}$ inch; soft kindergarten brushes, #6; a 1-inch paint brush for covering large surfaces. (For use in painting, some large clean-up sponges, a supply of paper cups or small milk cartons, muffin tins for mixing paint and for water containers.)
- o Weaving materials—rug yarn, string, tape, trimmings, nylon hose, gift wrap ribbons and cord.
- o Quantities of old newspapers—to cover work spaces which may be table tops or floors. Easels are neither necessary nor practical.

Some of these items will have to be purchased with troop funds or through parent and troop committee help. Many of them can be collected. Make a list of what you need; enlist the help of the troop committee and the girls. Many items may be found in your own or your neighbors' attics. See "Odds and Ends Box" list on next page.

"ODDS AND ENDS BOX" IDEAS

Collect scrap materials for Brownie discoveries in the arts. Ask mothers and troop committee to save and sort into bags and boxes. Brownies can collect natural materials on discovery hikes.

acorns and other nuts	paper bags, all sizes
aluminum foil	paper doilies
beads	paper plates and cups
boxes, small cardboard and wood, large suit boxes	paper towels
buttons, all sizes	pebbles
cardboard rollers, from paper toweling, etc.	pine cones (also spruce and hemlock cones, catkins, etc.)
cardboard, corrugated	pipe cleaners
cardboard, smooth—shirt cardboards	plastic sheet, old shower curtains
cartons, grocers, cottage cheese, milk, ice cream, etc.	ribbons, paper ribbons
cellophane, many colors	rope
cloth scraps	sandpaper
corks	seeds and seed pods
cotton	sequins
driftwood, small pieces	sponge scraps and foam rubber scraps
egg carton separators	string
feathers	tacks
felt scraps, old felt hats	toothpicks
ice cream sticks	wallpaper paste
inner tube pieces	wallpaper (use back for painting)
leather scraps	wire, clothes hangers
linoleum scraps	wood scraps, twigs
nails	wrapping paper
newspapers	yarn scraps—cotton, wool, narrow strips of cloth
oil-cloth	
other natural materials abundant in your locale	

You name it; a Brownie can create with it!

Discover the Joy of Music

Brownies love to sing at troop meetings, on hikes, at camp, everywhere. They like singing games and dramatized action songs. Sometimes a troop likes to make up its own special words or actions to music. Brownies enjoy listening to beautiful music, too, and learning about musicians. See *Handbook*, pages 126-141.

HOW TO TEACH SONGS

Keep it fun—joyful expression rather than graceful achievement. Sing a song through—then, line by line, have girls sing after you. They learn quickly and naturally this way.

Most adults sing in lower tones than do young children. Pitch songs high enough so that girls can sing lightly. Better stick with simple, unison singing for Brownies. Let them wait until they are older for rounds and part songs. If you are sure you cannot carry a tune, a Program Aide, program consultant, or one of the Brownies can help. *Note.* Use songs in *Handbook*.

~~Do not have them 'recite' words. Unnatural—also added task of matching words to tune.~~

LISTENING

- Let girls listen for the musical sounds in nature and those in the city.
- Have a concert for friends from family record collection.
- Listen for different musical instruments.

LEARNING

- Folk songs and dances from other places.
- The care and making of instruments—through visit to a music store or a piano tuner.
- Stories about composers of great music.

DOING

- Acting out a song with a story to it, presenting a song with puppets or shadowgraph.
- Making rhythmic movements to be background of music, suggesting rain, wind, waves, trees.
- Playing a tune by tapping glasses with water at different levels to give notes of the scale.
- Making a drum out of a keg, large can, or oatmeal box by stretching piece of inner tubing, leather, or heavy plastic over open ends, fastening tightly with string. Beat with smooth sticks.
- Making chimes out of tenpenny nails hung on a horizontal pipe or curtain rod—tapping with a spoon.

EXPERIMENTING

- Hitting pieces of wood or metal of varying length and thickness to hear differences in sound.
- Hear the tone differences made by a jar filled with pebbles and a gourd filled with seeds.

Discover the Land of Let's Pretend

THIS IS CREATIVE DRAMATICS

Playing out stories created by children with spur-of-the-moment dialogue and action.

Starts with imaginative play of young children—playing house.

Includes all forms of improvised drama: charades, games calling for pantomime, ballad and poem dramatization, simple Brownie ceremonies made up by girls, dance pantomimes.

Relates to playing out what girls will do (preparing for an event or trip); playing out how someone else could feel (how you would feel if you were left out of the game).

~~Not putting on a play, learning lines, starring the talented, elaborate scenery and costumes, large audience.~~

~~Do not attempt to analyze—just let girls act it out and let it go at that.~~

VALUES FOR BROWNIES

It is active fun for Brownies (and for you).

It lets out feelings that need expression—some of them hostile.

It helps girls develop a sense of values—right and wrong, truth and lies. Behavior patterns become clearer because they are concrete.

Nobody “fails.” The girl with a poor opinion of herself can often find herself in dramatic play.

It helps develop sensitivity to those who are different. The girl feels more friendly toward the character she dramatizes.

It sets the stage for growth in: social cooperation, initiative without bossiness, making choices.

Better than striking another Brownie.

Let the pudgy child be the tall princess.

LEADER'S PART

Serve as friendly grown-up guide to the Brownies.

Encourage girls to develop ideas into plays which are constantly changing and growing.

See that all have a chance to participate.

~~Not a director or producer.~~

Leader does not need dramatic talent.

HOW TO START

Read the *Brownie Handbook*, pages 142-153.

Choose a good story and know it well.

Tell story to the troop, using mostly conversation, making characters come to life.

Through talking together, help girls pick the main points.

Brownies will identify with the story people.

What do we want our play to tell?

No tryouts, just taking turns.

Help them choose scenes to play—select characters. Who will be who?

What props are needed? How will we show the tailor's cottage? What can we use for a pool?

Girls' imaginations will supply most of the props.

Let the Brownies create the play. Give imaginations free rein but set limits on behavior.

USE OF POETRY

Poems of childhood are part of the land of let's pretend. The *Handbook* has many short poems. Brownies enjoy good poems that:

- Make everyday experiences lively and exciting.
- Express ideas they feel but cannot put into words.
- Tell good stories.
- Let laughter bubble up and burst forth.
- Take them into unknown lands and situations.
- Extend their appreciation of the world of nature.
- Create wonderful people or characters.
- Sing their way into their memories.
- Give them a sense of rhythmic movement.

Read many short poems to Brownies. Use poems in ceremonies—chant them on a hike.

Catch the mood of the moment—or change it, by a well chosen poem.

Use poems that belong to the weather, the season, the holiday.

Share original poems written by girls—if they want them shared.

Do simple choral reading in unison.

Pantomime poems with one person reading, the others acting.

Illustrate poems in paint, crayon, or clay.

Make a troop poetry book (anthology).

Encourage the writing of original poems, but do not assign or force it. Write down poems which children unconsciously speak. Read them back later.

Discover Your Home

You will see that, in the *Handbook*, activities under “Discover Your Home,” pages 154-165, and those under “Be a Ready Helper—Helping at Home,” pages 168-183, are interchangeable. The important point is to make a beginning on homemaking at the age when home tasks are fun to the girl and to give her a feeling of importance as a member of her family. Here are some additional home activities:

- o Take part in: a home fire drill with the family.
 - o Home safety check (*Handbook*, page 172).
 - o Rotate housekeeping duties in the troop, keeping the meeting room orderly and clean. Contribute to the beauty of the meeting place, inside or out.
 - o Learn how to wear and care for uniform and insignia.
 - o Grow plants for home or meeting place.
 - o Practice bedmaking.
 - o Practice ways in which Brownies can entertain little children. Let them talk about what they liked “when they were little.” Review rhymes, games, songs, and stories they might use.
 - o Make things for the smaller children in Brownies’ families, or for children in a nursery. Knitted washcloths, tear-off bibs.
 - o Visit a bakery, dairy, or farm to learn where food comes from.
-

Seven- and eight-year-olds have an inborn need to explore. Their unrestrained enjoyment of discovering things for themselves is what differentiates children from adults. The key to good discovery activities is to note Brownies’ wonderings and questions. Then, help them to pursue them.

The poem “A World To Know” sums up the “discovery approach,” a philosophy of learning which begins with the child and her persistent drive to discover her world.

A WORLD TO KNOW

Beautiful, wonderful sights to see
And wonderful sounds to hear;
The world is a place for a seeing eye
And a place for a listening ear.

Puppies and lambs and kittens to touch!
Satins and silks to feel!
Sugar and salt and honey to taste!
Fragrant fruits to peel!

Beautiful, wonderful, pleasant world!
And a child who would know it well
Has everything to see and hear,
To touch and taste and smell.”

From *A World To Know* by James S. Tippet. Copyright 1933. Harper and Brothers.

MORE ABOUT "BE A READY HELPER"

Help at Home (with parent approval)

WHAT BROWNIES CAN DO

- Polish silver and copper. Sew on a button.
- Walk the dog.
- Weed the garden (just a limited part of it).
- Shovel snow from steps.
- Make a surprise dessert. Cut out recipes.
- Read to younger children while mother gets something else done.
- Sort out and clean dresser drawer or toy shelf. Dust bookcases and books. Run the vacuum sweeper.
- Pile leaves in the yard (and have fun of jumping on them).
- Arrange flowers.
- Make a surprise for a sick friend.

HELP PARENTS UNDERSTAND

Simple home skills learned in troop or in small groups in homes volunteered for the purpose need to be put into practice in Brownie's own home.

Brownie "help" is not always helpful to mother—it may increase her work until the child learns to do the job well. But the Brownie will never learn unless mother has patience enough to let her try.

Initial enthusiasm for a new home skill does not mean continued interest and responsibility. This is normal for this age.

Brownie needs praise and recognition for an earnest effort.

Service to Others

SETTING THE STAGE

- Be sure Brownies understand and want to do it. Let them choose project from several possibilities.
- Interpret serving as sharing with new friends.
- Let Brownies discover service angles in whatever they do.

Purpose of the gift?

Not "Lady Bountiful."

Make and share.

WHAT BROWNIES CAN DO

Make new friends in your town by stretching out hands to others: children of own age in school, church or synagogue; younger children; people of other races; older people who are ill or just lonely.

Make new friends in other parts of our country.

Make new friends in other lands. Get to know them through a game, a song, a story, or a dance. After Brownies finish something which is to be sent away, have a little ceremony in which they formally "present" their gifts.

Often Brownie songs or smiles will gladden people more than gifts.

Or migrant boys and girls.

It will mean most to Brownies if they help create ceremony.

WAYS TO DO IT

Bring parents into the project. If they are aware their girls want money to share with less fortunate, they may be willing to pay for extra jobs.

Plan so that every Brownie has a part in the service. Focus on group rather than individual giving. Protect the child who cannot give from embarrassment.

Decorate an offering container so that it calls attention to the nature of the gift. Put it near the door so that each girl may drop her contribution in as she enters.

Money for postage or for buying something new.

Shopping committee.

Wrapping and mailing.

Writing letter.

MORE ABOUT "BE A FRIEND-MAKER"

Set the Stage with Activities

Just talking about it will not do! Brownies will need activities to make it real, such as those suggested below and those in the *Handbook*, pages 195-207. Check on yourself, too; Brownies are very aware of your attitudes.

- Writing a thank-you letter.
- Making introductions to mother.
- Knowing how to use a telephone—dialing, answering, taking and giving messages.
- Including a new girl in the troop or backyard group.
- Acting out Brownie courtesy to older people.
- Making a display of uniforms in other countries of World Association of Girl Guides and Girl Scouts (Brownie Paper Doll Set).
- Giving a party for mother, father, or little sisters and brothers.
- Helping to make a new neighbor kit. (Map of neighborhood, emergency telephone list, welcome card, plants, small toys and games to amuse children until their own toys are unpacked.)
- Acting out friendship stories. If there is a quarrel in the story, act it out so the play ends better for everyone.
- Listing the friendly ways you like other children to act. Acting these out without words and guess each other's lists.
- Acting out a story about a Brownie who feels left out or unimportant sometimes. (This Brownie does unpleasant things because her feelings are hurt.) Acting out how the other Brownies make her feel better by being friendly.

Work with Individuals

Make opportunities for the child not fully accepted by the group to discover that in order to be liked, one must make small sacrifices such as:

- Giving up own choices and going along with the choice of the majority.
- Taking turns.
- Being a good loser.
- Praising others and considering their feelings.
- Handling feelings of anger.

MORE ABOUT GAMES

Games and free play often are the child's natural way of learning. Play is part of the business and joy of being a child. *A good game is not time wasted; it has the following values:*

- Releases pent-up energy (especially needed after the schoolday). In today's crowded schedule of "private lessons" for girls and crowded living space, the most important offering of a troop may be a chance to play.
- Satisfies the very real "muscle-hunger" of this age.
- Helps an aggressive child relax and take her place as a cooperative troop member.
- Is a painless way of learning how to play fair and be a good loser and a good winner.
- Enables the self-conscious, shy child to forget herself and join the group instead of sitting on the sidelines. It draws a new or "different" child into the group.

For Brownie age, avoid:

- Highly organized, competitive games or sports requiring skill.
- Games where one is "out" for a long period (change the rules to allow re-entry).
- Games requiring small muscle skill, prolonged physical endurance, understanding of complicated rules.
- Playing a game too long—cut it off while interest is still high.
- "Starring" the physically or mentally superior child.

ORGANIZED GAMES

Girls of these ages sometimes enjoy games that are funny or silly. They sometimes like to play favorite games over and over rather than always learn new ones. They like making up their own games or playing old ones with many variations.

There are games to fit every girl's interest and the need of the moment: active games and quiet games, singing games and learning games, indoor games and outdoor games. See *Games for Girl Scouts*.

CIRCLE GAMES

Circle games have always been played by children and are easy to conduct. Familiar ones are: Animal, Vegetable, Mineral; Fruit

Basket Upset; Blindman's Buff; Barnyard Confusions. A few others are given below.

HONEY BEAR. One Brownie Scout is the bear and sits in the center of the circle with eyes shut and tries to guard her "jar of honey" by waving her hands over the "jar." The rest form a circle and walk around reciting Pooh's verse about honey, from *Winnie-the-Pooh*, by A. A. Milne. At the end of a verse all stand still, and the leader points to one Brownie Scout, who then tries to get the "jar of honey" without making any noise and before the bear knows anything about it. The bear, with her eyes closed, of course, tries to touch the girl who wants the honey jar.

STIRRING THE STEW. One player is blindfolded and sits or stands in the center of the circle holding a large spoon. She stirs vigorously, then points to someone in the circle, asking, "What does my stew need?" The one pointed at must answer with the name of an ingredient that might go in the stew, such as carrot, turnip, and so on. She may disguise her voice, but she must respond with a complete sentence, such as "Your stew needs onions." The child in the center then guesses to whom she has pointed. If she is right, she gets another turn. If she is wrong, the one who answered is "it." The mixture need not always be stew, but may become a birthday cake or a Christmas pudding, depending upon the occasion.

QUIET GAMES

Quiet games keep children busy when they are tired or need to calm down, or when it is too hot for strenuous activity. Here are a few examples:

PURCHASES. In this game each player chooses the name of a trade. The leader tells a story in which the heroine calls at different shops. She gives the first letter of some purchase she makes and the player whose shop is mentioned must name a suitable article beginning with the letter given.

SILENCE. This is a game that appeals to the girls' sense of humor. The person who is

"it" sits at one end of the room with the rest of the children sitting at some distance from her. She beckons to a girl who then comes quietly and solemnly to sit beside her. If the girl smiles or makes any noise, she must return to her place and wait for another turn. When all the girls have reached "it" successfully, they sit quietly and solemnly trying to avoid smiling. The first child to smile must leave the line and may then use any device possible to make the remaining children smile, providing it is not noisy. The child who remains solemn the longest wins the game.

ACTIVE GAMES

Active games are good for letting off steam. A few old favorites among the active games are Tag, Red Light, Hide and Seek, Giant Steps, Hopscotch, Follow the Arrow, Run Sheep Run, Follow the Leader, Hide the Thimble, Cat and Mouse, Three Deep, Fox and Geese, Leap Frog, beanbag games, ring-toss games, Going to Jerusalem, and simple relay games. Following are some additional examples.

CHINESE WATERSPRITE. This game is played in the Orient where some believed that every stream is inhabited by a fairy creature who lures men into the watery depths. The Brownies stand in two lines, facing each other, forming the banks of the stream. The watersprite stands between and beckons mysteriously to one child who tries to change places with the Brownie Scout opposite her before the watersprite can get into either vacant place. The one left without a place is the next watersprite.

GREEN GROWS THE GRASS. One girl is sent out of the room, while those remaining decide upon some simple action that she is to perform. Such action may be touching a certain object, moving something from one place

to another, making a definite motion of any sort. When the girl returns to the room, all the children sing repeatedly, "How green you are!" When the Brownie becomes "warm" in position or action, the singing is made louder; when she becomes "cold," the singing must be made softer. By listening to the sound, the player is led to discover what she has to do, so when she performs it the children are singing their loudest and will probably burst into applause. The children learn to sing gradually louder or softer, for sudden whoops and whispers make it too easy for the player who is "it."

SINGING GAMES

Singing games are popular and easy to play. The seven-year-olds still enjoy familiar ones like A Tisket, A Tasket; In-and-Out the Window; Jolly Is the Miller; London Bridge; Looby Loo; Pop Goes the Weasel; Here We Go Round the Mountain. These easy singing games lead to others equally popular. Seventeen singing games Brownie Scouts enjoy are found in *Skip to My Lou*.

IN GENERAL

Brownie Girl Scouts like to plan their own games. A Brownie can explain the rules of a game and show the others how to play it. Your part in most games will be to play with them, to see that games run smoothly, and that no one girl is always "it" or another left out. *Handbook*, pages 76-78.

At times you may have to help in the selection of the games to be sure all the girls can play. Avoid games that make some child with poor muscular coordination, or perhaps a physical handicap, feel that she is inferior. If a girl cannot play, give her a post she can handle such as timekeeper or referee.

Be sure that health and safety practices are observed in all the games and free play.

SUMMING UP

By the End of Two Years . . .

GIRLS SHOULD HAVE HAD A CHANCE TO DO MOST OF THE FOLLOWING:

Know and understand the Brownie Girl Scout Promise and Brownie B's. Put them into practice in concrete ways.

Go on progressively harder discovery walks.

- o Nature snoops.
- o Nosebag hikes.
- o Simple cookouts.
- o Trips with a purpose to interesting places in our community.
- o Meet out-of-doors for all or part of the meeting whenever possible.

Take part in service projects which they choose and understand.

Take part in a troop outdoor good turn.

Create some worthwhile things — stories, poems, dramas, hand arts, paintings.

Contribute to recording of troop discoveries in story or picture form.

Be good guests and hostesses at a social event.

Learn new songs, games, and dances, and teach some to others.

Help clear space, build fire, light match, keep fire burning, put it out.

Use sharp tools safely (scissors, jackknife, and paring knives).

Know Seven Outdoor Skills, *Handbook*, page 95.

Practice health and safety in all activities.

Day or established camp experience.

Practice home-help skills in troop.

YOU SHOULD SEE EVIDENCE OF IMPROVEMENT IN EVERY CHILD IN:

Relating to others in a more friendly way, with concern for their feelings.

Respecting rights and property of others.

Being a contributing member of a group.

Applauding triumphs of others.

Following rules of games, taking turns, sharing.

Listening to ideas of others.

Respecting flag and laws of country.

Respecting differences and recognizing likenesses of children around the world and in the community.

Participating in managing the troop.

Making simple decisions, abiding by majority rule, helping in planning and carrying out troop activities.

YOU SHOULD HAVE SEEN THAT THE TROOP HAS HAD:

A good balance of activities in the arts, the home, and the out-of-doors.

Opportunity to work with others such as program consultants, Program Aides, other Seniors.

Knowledge of what lies ahead in Girl Scouting and an introduction to Junior Girl Scouting.

CHAPTER 11

JUNIOR GIRL SCOUTING

FRAMEWORK FOR PROGRESSION IN THE GIRL SCOUT PROGRAM

	BROWNIE GIRL SCOUTS	JUNIOR GIRL SCOUTS	CADETTE GIRL SCOUTS
ONE PROGRAM WITH FOUR AGE LEVEL ADAPTATIONS	7- and 8-year-olds 2nd and 3rd grade 16 to 20 in troop —	9-10-11-year-olds 4th, 5th, 6th grade 20 to 32 in troop 5 to 8 in patrol	12-13-14-year-olds 7th, 8th, 9th grade 24 to 32 in troop 6 to 8 in patrol
RECOGNITION OF MEMBERSHIP	Brownie Promise Brownie Pin Investiture	Promise and Laws Girl Scout Pin New girls meet member- ship requirements and are invested Members have rededication ceremony	Promise and Laws Girl Scout Pin Investiture Rededication
HELPS TO NEW TROOPS AND NEW LEADERS	Program Starters	Program Starters	Program Starters
FRAMEWORK FOR ON-GOING ACTIVITIES	Brownie B's	Proficiency Badges Sign of the Arrow Sign of the Star	Proficiency Badges Challenges First Class
WIDER OPPORTUNITIES	Intertroop Council	Intertroop Council	Intertroop Council Intercouncil
THE STIMULUS TO CONTINUE	Bridge to Junior Girl Scouting	Bridge from Brownie Girl Scouting Bridge to Cadette Girl Scouting	Bridge from Junior Girl Scouting Bridge to Senior Girl Scouting

FOUNDATION

Girls in Junior Girl Scouting become less interested in flights of fantasy and eagerly turn to realism. They have a breadth of interests and are eager to try new skills. They are not yet ready for specialized interests. The *Handbook* gives directions for many things to do. You, as leader, should make opportunities for girls to practice skills and to experience a variety of activities.

This Book, page 8

For Juniors, learning the meaning of the Promise and Laws is just a first step. Point up examples of ways to follow the Promise and Laws in troop and everyday activities as occasions arise. Do not scold or preach; do demonstrate and encourage.

This Book, page 9

By applying the Promise and Laws in many simple specific ways, girls will begin to develop an understanding of principles which they can apply as they grow older.

"Get Set, Go," on pages 8 and 9 in the *Junior Handbook* suggests as program starters several short activities found in detail elsewhere in the book. Help girls learn to use their *Handbooks* as resources, encouraging them to make choices. As girls find things they want to try, you can begin to get an idea how long it takes to do some activities, and estimate how much can be accomplished at a meeting.

This Book, page 10

Proficiency badges indicate achievement in a particular subject; ability to do the required skills well enough to share them with a friend. You and the girl together decide when a badge is earned. The Sign of the Arrow and the Sign of the Star indicate achievement in Junior Girl Scouting. The requirements include some proficiency badges. Encourage girls to earn additional badges as a way of expanding skills and interests.

This Book, page 11

Although the patrol and the troop are the center of Junior Girl Scouting, girls should have opportunities throughout the year to do things with Girl Scouts in other troops. This helps them feel the inspiration, excitement, and friendship which is part of belonging to a large organization. The Sign of the Arrow and the Sign of the Star include activities for wider opportunities.

This Book, page 12

Plans which coordinate intertroop or neighborhood activities should be made by adults. Girls can help plan and carry out their particular part; for example, demonstrate a dance, present a flag ceremony, serve refreshments.

Your help is needed so that Junior Girl Scouts can extend a welcome to girls advancing from a Brownie troop; so that they can learn something of Cadette Girl Scouting before they are ready to cross the bridge.

This Book, page 14

Guide the girls in ways they can interpret Junior Girl Scouting to Brownies (through ceremonies, exhibits, demonstration, etc.); review with eleven-year-old Juniors what they should find out on their visits to a Cadette troop.

Junior Girl Scouting is the time of many new experiences for girls. Those who have been Brownie Girl Scouts have had experience working in a group and practice in making choices and decisions. Girls who have not been Brownies have had many experiences in school and elsewhere. Nevertheless, there are several "firsts" for Junior Girl Scouts.

WHAT ARE SOME OF THESE "FIRSTS"?

This is the first time they will have a chance to try representative government through the patrol system. This is also the first time they will be making the full three-part Girl Scout Promise and subscribing to the Girl Scout Laws.

Earning proficiency badges will be a new adventure for Juniors. Perhaps, never before have they had such a wide choice of activities. The Sign of the Arrow and the Sign of the Star give form and purpose to the Junior age level. Built as they are on the Foundation, they are carried out by means of a broad range of activities. Both Signs incorporate all the elements of the Foundation and include a number of proficiency badges in the requirements.

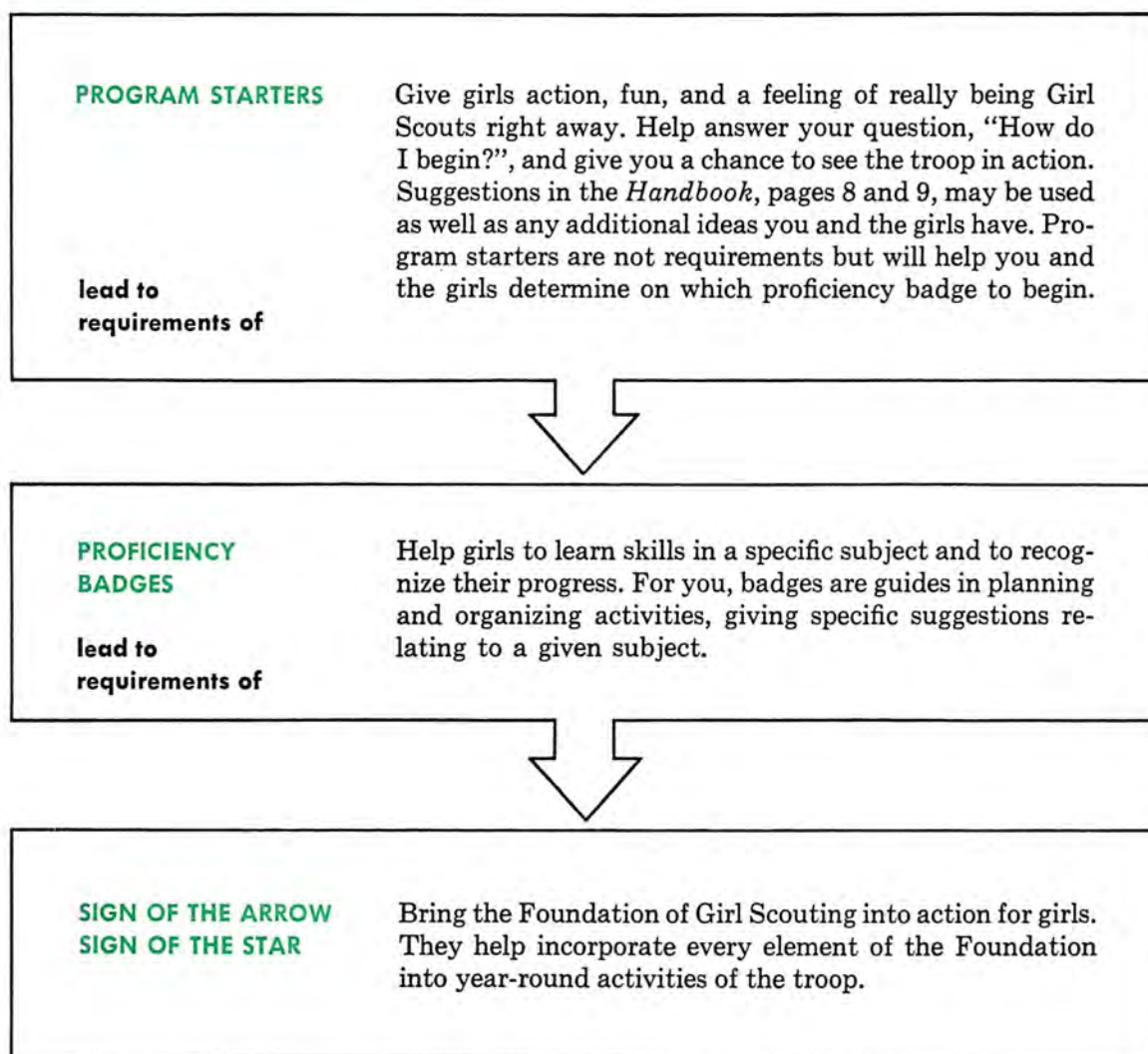
WHERE DOES THE GIRL LEARN ABOUT THESE?

The *Junior Handbook* contains much of the information the girls need to carry out activities and meet requirements, and it makes suggestions to girls on how to make choices and conduct their meetings. Girls of nine, ten, and eleven years of age need help in interpreting what is written in the *Handbook*, however, and guidance in putting it into practice.

WHAT INFORMATION IS AVAILABLE FOR THE LEADER?

In addition to the *Handbook*, you should be familiar with Part I of this book, so that you can teach the girls how to take on responsibilities for their troop. See especially Chapter 6 "Ceremonies," Chapter 7 "Leadership," and Chapter 8 "Troop Management" for ways of working with the girls. Learning and practicing as Junior Girl Scouts will help prepare girls for the greater independence of action that will be theirs as Cadette Girl Scouts.

PROGRESSION IN JUNIOR GIRL SCOUTING



Program starters and proficiency badges include some, but not all elements of the Foundation.

PROFICIENCY BADGES IN JUNIOR TROOPS

A badge is a symbol of accomplishment, earned and worn by a girl, showing she has increased her skill and knowledge in a particular subject and is prepared to give service in it. Badges in Junior Girl Scouting are designed to cover many areas of subject matter and to give girls opportunity to sample many interests.

Handbook, pages 30-32, 317

Badges Emphasize:

Active participation.

Learning and using a skill.

Exploration in breadth.

Preparation for service (not a requirement of every badge).

Good turns at home, troop, camp.

Features of Each Badge

A purpose. This is helpful both in selecting the badge and in deciding when it has been earned.

List of requirements to carry out the purpose:

- Girls do all the requirements and have choices within the requirements.
- Adaptations are permitted because of variations in resources, climate, customs, girls' abilities. Intent of the requirement must be retained in order to carry out purpose of the badge. (Make adaptations sparingly — reserving them for times when a specific requirement is impossible, not merely inconvenient.)

If wood is not available or wood fires not permitted, charcoal fire-building may be substituted.

Space for recording completion of each requirement, and for signature of girl and leader on completion of the badge. This increases a girl's realization of her accomplishments. It is helpful if the girl goes to camp or moves, or if the leadership changes.

Girl keeps a record in her own Handbook.

Selecting a Badge

Consider facilities available, sources of specialized help, the season, outside activities of the girls, and girls' abilities when helping girls select a badge.

A troop in a congested city area will probably not attempt the Cyclist badge.

Encourage girls to select badges which they can complete. A girl who cannot go troop camping should be encouraged to select a badge other than Troop Camper.

Working on the Badge

Begin with an understanding of the over-all aim as stated in the purpose of the badge.

Help girls determine a starting point. Guide them in working on next steps as they progress.

Guide girls in working their suggestions into troop plans at Court of Honor meetings.

Decide, with the girls, on ways of work.

- o Entire troop works together on same badge. This is good for the first badges a troop does.
- o Patrols, or group composed of girls from several patrols, spend part of each troop meeting carrying out activities of a particular badge.
- o Individual girls work on specialized badges outside of troop meetings, with the help of a program consultant. Girls should have earned a few badges with a group before undertaking individual badges, so that they will have seen how requirements can be carried out. You, as leader, should discuss the badge with both the girl and the program consultant, and should provide opportunity for the girl to share her learnings with the troop.

Group participation badges, singing, games.

Badge requirements may be carried out: at troop meetings and camp; away from the meeting place while on trips or doing other activities; at home by individuals.

Make arrangements with program consultant if you use one for a badge, interpreting the purpose and features of the badge.

See Chapter 7.

Deciding When A Badge Is Earned

Confer with the program consultant if one is working with the girls.

Review the purpose of the badge. Consider, with the girls, what they were really trying to accomplish through working on the badge. Did they carry out the purpose?

Decide with each girl whether she has learned enough that is new to her to have earned the badge.

Measure progress against a girl's own past performance.

Growth is a personal, not a competitive matter.

Our Own Troop's _____ Badge

When the girls in the troop have an interest which is not included in the badges in the *Handbook*, they can develop a special badge on the subject. The subject of the badge should be approved by the council—but the requirements must be developed by the girls under your guidance.

Handbook, pages 346-347

The great value in this badge is the creation of the requirements by girls themselves for their own special use.

SIGN OF THE ARROW AND SIGN OF THE STAR

Purpose of the Signs:

To reinforce, through action, the six elements of the Foundation.

To provide for a balance of activities in the arts, the homes, and the out-of-doors.

To give direction in the development of troop plans.

Sign of the Arrow

This Sign has nine requirements, including three badges. The symbol, arrow with a trefoil, points the way along the path of Girl Scouting.

Handbook, page 34

- o Foundation elements, citizenship, international friendship, and service are clearly highlighted in the requirements.
- o Promise and Laws, troop management, and health and safety are implied in all the requirements. They come through strongly in the requirements which are designed to help girls see beyond their own troop.
- o Badges relating to the arts, the home, and the out-of-doors are included.

Requirements 2, 4, 7

Requirements 6, 8, 9

Requirements 1, 3, 5

Sign of the Star

This Sign has seven requirements, including two badges. The symbol of the star shines in all directions, guides girls, prepares them for new and bigger adventures.

Handbook, page 36

- o Foundation elements, citizenship, health and safety, international friendship, and service are clearly highlighted in the requirements.
- o The Promise and Laws and troop management, as with the Sign of the Arrow, are implied in all requirements.
- o The arts, the home, and the out-of-doors are implied in a number of requirements. The home and out-of-doors get particular emphasis in specific requirements.
- o The requirement of earning a badge that starts a new hobby or tells more about a present one can bring into action several elements of the Foundation. Any badge meets this requirement if it reflects a new or continuing interest for the girl who pursues it.

Requirements 1, 2, 4, 7

Requirements 3, 6

Requirement 5

Working on the Signs

Sign of the Arrow is ordinarily earned before Sign of the Star but is not a prerequisite for it.

Girls entering Junior Girl Scouting at nine years of age complete the Sign of the Arrow during the second year and the Sign of the Star near the completion of the third year.

A girl joining in the middle of the age range may do either Sign. Requirements include activities in which all members of the troop may participate. Allow girls who are working on a specific requirement to be in charge of the activity.

SIGN OF THE ARROW AND SIGN OF THE STAR BRING FOUNDATION INTO ACTION

FOUNDATION Elements	SIGN OF ARROW Activities	SIGN OF STAR Activities
PROMISE AND LAWS	Participate in Scouts' Own. See requirement 6.	As girls complete activities they point out how Girl Scout Laws apply.
SERVICE	Do service project with patrol or troop. See requirement 7.	Do service project with patrol or troop. See requirement 7.
TROOP MANAGEMENT	Girls decide when, what, how, and who of all requirements; girls plan intertroop get-together.	Girls take active part in all troop planning; decide when, what, how, and who of all requirements.
CITIZENSHIP	Girls find out about symbols of our nation's heritage, carry out flag ceremony. See requirement 2.	Take a trip in community, or give directions to places of interest. See requirement 1.
INTERNATIONAL FRIENDSHIP	Learn greetings in other languages, and World Association of Girl Guides and Girl Scouts symbol. See requirement 4.	Participate in an event based on national or international places and people. See requirement 4.
HEALTH AND SAFETY	Comes into action through the skills required for badges in arts, home, out-of-doors.	Earn a badge on preventing accidents or on health care. See requirement 2.
Activities related to ARTS	Earn a badge in one of the arts. See requirement 5.	Use skills in the arts in carrying out international friendship and home activities.
HOME	Earn a badge in one of the home activities. See requirement 3.	Plan and hostess an event for guests. See requirement 6.
OUT-OF-DOORS	Earn a badge that teaches something for use in the out-of-doors. See requirement 1.	Do one of the camping or outdoor activities listed. See requirement 3.

TROOP MANAGEMENT FOR JUNIOR GIRL SCOUTS

REVIEW	FOUNDATION, page 20
	CHAPTER ON LEADERSHIP, page 51
	CHAPTER ON TROOP MANAGEMENT, page 61
	<i>JUNIOR HANDBOOK</i> , pages 38-51

Nine-, ten-, and eleven-year-old girls need help on planning and carrying out plans. They learn quickly and are eager to try things themselves.

THE GIRLS

Base plans on “what comes next” rather than what will happen six months from now. Learn by planning and seeing plans in action — soon!

Learn from participation in an example planned and directed by leader.

Work out answers to guiding questions asked by the leader; make and carry out plans under guidance.

Try similar activities by themselves.

THE LEADER

Incorporates girls’ plans into long-term plans.

Shows girls what is involved before expecting them to plan.

Gives girls specific guiding questions; for example: What type of games? Who starts them? Who carries the flag? Who gives the directions?

Presents new ideas, teaches new skills, leads girls a step further than they have gone. Supplements girls’ progress by continuing to suggest bigger ideas and activities.

The patrol system is introduced to the girls in Junior Girl Scouting. Girls need to learn how it works, how to be patrol members, and how to be patrol leaders.

THE PATROL LEADERS

Patrol leaders manage patrols of 5 to 6 members.

Hold office from a few months to six months.

Practice techniques with the patrol:

- Making choices by voting.
- Dividing parts of activity among patrol members.
- Carrying out an activity.

Carry out one or two short items in the beginning, such as a game for the troop or a flag ceremony. Then, bigger ones such as a cookout as they gain experience.

Report all patrol plans and suggestions at weekly Court of Honor meetings.

THE LEADER

Conducts weekly Court of Honor meetings.

Helps patrol leaders plan their patrol meetings.

Guides patrol leaders, through Court of Honor, on how to conduct patrol meetings.

- List of choices to vote on, tips on how to present ideas and record choices.
- List of questions for patrols to answer which result in a plan and a way to carry out the plan. What? Who? When? How many?
- Tips on how to carry out an idea.
- Suggestions to start ideas—a *Handbook* reference, reminder of a holiday, sites in the neighborhood to visit.

Attends patrol meetings only when asked by girls.

EXAMPLES OF HOW LEADERS HELP GIRLS LEARN TO MAKE AND CARRY OUT PLANS

THE LEADER	MAKING A KAPER CHART	PLANNING A CAMPFIRE
1. Gives examples.	Shows girls a kaper chart so they can see what one looks like. By using it, girls find out how it works.	Works closely with girls in planning what to do, where to have it, how to build crisscross fire, what to bring.
2. Asks the important questions.	What jobs need to be done? How will you choose who does which job? Girls work out answers and make kaper chart.	How will the campfire begin? A story? song? games? Who starts them? Snacks? For how many? What? Who brings? How will the campfire end? Girls work out answers and carry out their plans.
3. Puts it into the girls' hands.	For next event, the girls ask their own questions and make their own kaper chart.	The Court of Honor decides each patrol's part. "The Sky patrol is in charge of snacks." Patrol carries out its part.
4. Continues to suggest but encourages girls to carry increased responsibility.	Suggests new shape or form for kaper chart—a new way of dividing jobs.	Leader may offer to bring a surprise to the campfire—girls in charge, but leader adding new ideas.

THE PATROL SYSTEM AT WORK

Role of the Court of Honor, the Patrol, and the Troop in Planning Activities

The leader of a Junior Girl Scout troop has a great deal of patient, step-by-step teaching to do. Much of what is involved in managing a troop is new to girls of this age. If you give the girls a chance to try, and give them enough support to help them succeed (resist the temptation to take over when the girls flounder), then they will be ready for the responsibility and independence which comes in Cadette Girl Scouting.

Activity	Court of Honor	Patrol	Troop
Game . . . flag ceremony . . . trail	Decides what each patrol will do and when.	Each patrol plans, practices its own part.	Entire troop plays the game...takes part in the ceremony . . . follows the trail . . .
Party . . . campfire	Decides what each patrol's part is — snacks, games, opening, skits. Patrol leaders check patrol plans at Court of Honor.	Each patrol plans, prepares for its part.	Entire troop attends party or campfire, with each patrol taking charge of its particular part.
Cookout	Decides when, where, possible menus. Patrol leaders check patrol plans at Court of Honor.	Each patrol plans menu, kaper chart, equipment.	Entire troop cooks out at one site, with each patrol building its own fire, cooking its own meal, etc.

BRIDGES IN GIRL SCOUTING

Junior Girl Scouts extend the hand of welcome to Brownie Girl Scouts who are getting ready to cross the bridge (fly up) to their troop. Girls who are getting ready to leave the Junior troop should learn all they can about Cadette Girl Scouting.

From Brownie to Junior

Your troop should invite the Brownies who are about to become Juniors to attend at least one troop meeting so they see what a Junior Girl Scout troop meeting is like. Depending on the number of Brownies involved, you could set up a regular demonstration of certain phases of Junior Girl Scouting or have them pair off with experienced Juniors who can interpret informally as the meeting progresses.

Handbook, page 316

Brownie Girl Scouts do not use the patrol system. A chance to attend a patrol meeting and see it in operation first hand means so much more to girls than an explanation.

Brownies make a simpler Promise and they do not have the Laws. The Brownie Girl Scout leader is responsible for helping the girls learn the Promise and Laws before they leave the Brownie troop. Junior Girl Scouts can help in the interpretation of what the Promise and Laws mean to them through a game, a ceremony, or through informal dramatics.

Fly-up Ceremony and Rededication. The combined ceremony in which Brownies fly up from the Brownie troop and are welcomed into the Junior troop, should be planned jointly by both troops. Your responsibility in the ceremony is to present the new Junior with the Girl Scout pin when she makes the Girl Scout Promise and rededicates herself to Girl Scouting. You and the Juniors welcome her into the troop.

This combined ceremony can take many forms as long as it includes the essentials—girls receiving the Brownie Wings from the Brownie leader, and making the Promise and receiving the Girl Scout pin from you. Suggested ways of carrying out this ceremony are in Chapter 10.

From Junior to Cadette

During the last few months as Junior Girl Scouts, girls will be anxious to meet Cadettes and learn about Cadette Girl Scouting. Make arrangements for the girls to be invited to the Cadette troop to which they will be going, so that they can see Cadettes in action, talk with girls about the Cadette badges and Challenges, and get acquainted with the girls.

Handbook, page 314

At a rededication ceremony in the Cadette troop, girls may wear the Cadette uniform for the first time (although many prefer to wait until fall before purchasing new uniforms) and become Cadette Girl Scouts.

CHAPTER 12

CADETTE GIRL SCOUTING

FRAMEWORK FOR PROGRESSION IN THE GIRL SCOUT PROGRAM

	JUNIOR GIRL SCOUTS	CADETTE GIRL SCOUTS	SENIOR GIRL SCOUTS
ONE PROGRAM WITH FOUR AGE LEVEL ADAPTATIONS	9-10-11-year-olds 4th, 5th, 6th grade 20 to 32 in troop 5 to 8 in patrol	12-13-14-year-olds 7th, 8th, 9th grade 24 to 32 in troop 6 to 8 in patrol	15-16-17-year-olds 10th, 11th, 12th grade 24 to 32 in troop 6 to 8 in patrol
RECOGNITION OF MEMBERSHIP	Promise and Laws Girl Scout Pin Investiture Rededication	Promise and Laws Girl Scout Pin New girls meet membership requirements and are invested Members have rededication ceremony	Promise and Laws Girl Scout Pin Investiture Rededication
HELPS TO NEW TROOPS AND NEW LEADERS	Program Starters	Program Starters	Program Starters
FRAMEWORK FOR ON-GOING ACTIVITIES	Proficiency Badges Sign of Arrow Sign of Star	Proficiency Badges Challenges Social Dependability Emergency Preparedness Active Citizenship Girl Scout Promise First Class	Eight Indispensables Major Interests
WIDER OPPORTUNITIES	Intertroop Council	Intertroop Council Intercouncil	Intertroop Council Intercouncil National- International Service Aides LIT CIT
THE STIMULUS TO CONTINUE	Bridge from Brownie Girl Scouting Bridge to Cadette Girl Scouting	Bridge from Junior Girl Scouting Bridge to Senior Girl Scouting	Bridge from Cadette Girl Scouting and to adult Scouting

FOUNDATION

Girls of Cadette age are becoming increasingly conscious of themselves, taking pride in their accomplishments and wanting to build toward a meaningful place in life. *Handbook* suggestions call for greater responsibility on the part of girls; recognize their strong need for independence from adults one minute and dependence the next.

This Book, page 8

Whether a Cadette Girl Scout is joining Girl Scouting for the first time or rededicating herself to it, the Promise and Laws should take on a deep meaning. Each Cadette should have opportunities for the expression of high spiritual and ethical ideals.

This Book, page 9

In Chapter 4, "Program Starters," in the *Handbook*, there are specific "how-to-do's" to help new troops and new leaders get under way. Through these you can discover how well the girls work together, uncover their particular interests, and help them become a cohesive group. Program starter activities have been specially designed to suit girls with different backgrounds and experiences.

This Book, page 10

Cadette proficiency badges are designed to develop knowledge in specific subjects and are more comprehensive than Junior badges. Challenges are real-life situations that test girls' abilities. Based on the Foundation, they are steps toward becoming a First Class Scout.

This Book, page 11

Girls of Cadette age are ready for many opportunities beyond the circle of their own troop. Intertroop activities can be initiated, planned, and carried out by the girls themselves. For wider opportunities such as council and intercouncil events girls should be encouraged to suggest ideas and request training. Adults, however, must pave the way, set up over-all plans, and provide essential communication between groups or communities.

This Book, page 12

Cadettes are urged to share skills with younger girls whenever possible. The *Handbook* suggests planning an event each year for eleven-year-old Juniors to interpret Cadette badges, Challenges, First Class.

This Book, page 14

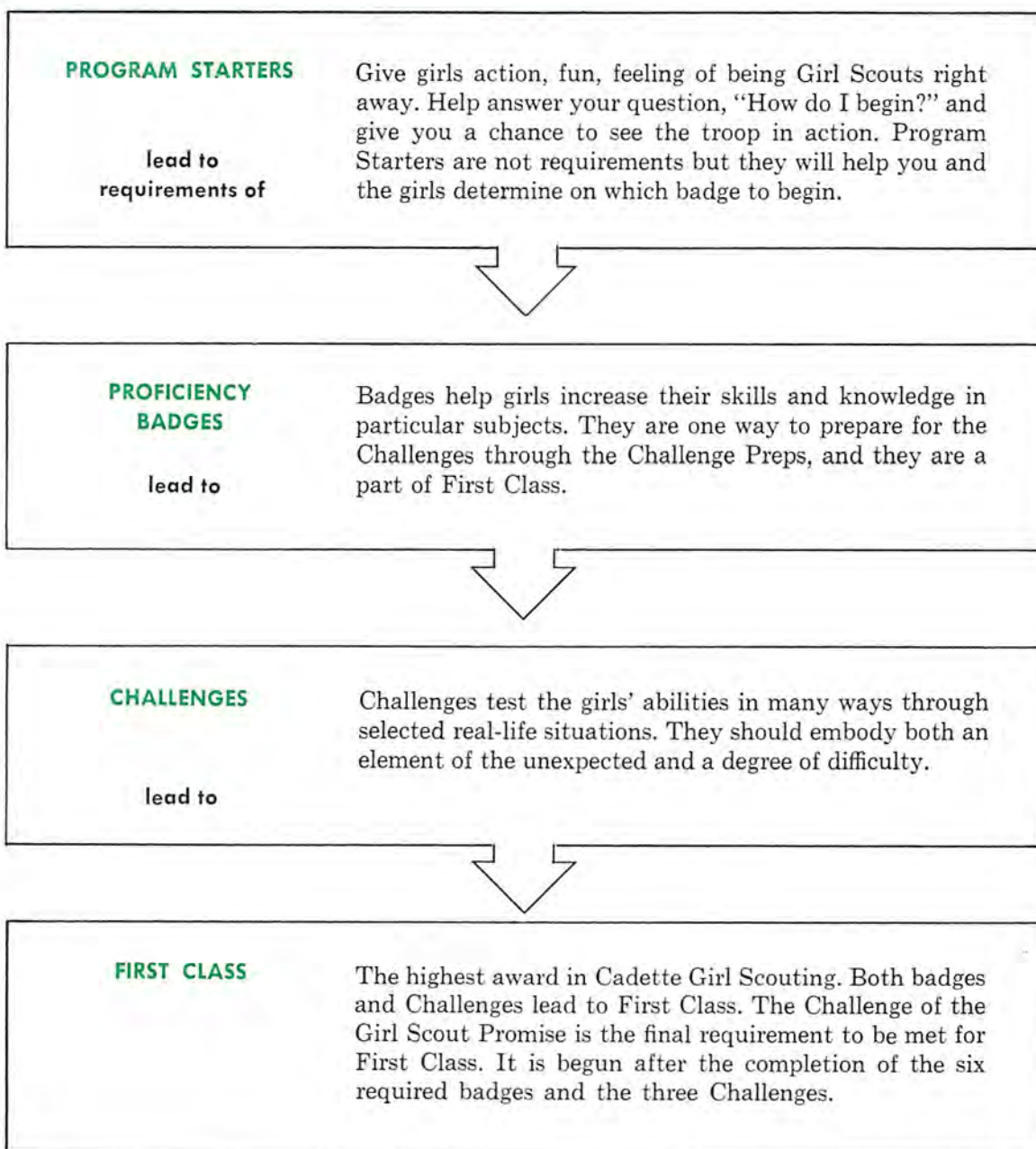
Cadettes should accept invitations to see Seniors in action. Some councils organize "Senior Preview" days to help the fourteen-year-old Cadette choose the interest she wants to follow as a Senior. As leader, you should know the general design of the Junior age level and the Senior age level adaptations of the Girl Scout program.

Cadette Girl Scouts are able to do more advanced and more specialized activities and projects than those done by Juniors. Because Cadette badges are specialized and go into detail in a specific subject, girls may want to explore a number of shorter activities before selecting a badge.

Although girls who have been Junior Girl Scouts have had some opportunity to explore through their work on Junior badges, they may wish to do some of the activities in Chapter 5, "Try Something New," for their enjoyment.

During her years as a Cadette, a girl may become a First Class Scout by earning six badges in specific areas, meeting all four Challenges—the first three Challenges being met before the girl works on the Challenge of the Girl Scout Promise. See *Handbook*, page 3.

PROGRESSION IN CADETTE GIRL SCOUTING



PROFICIENCY BADGES IN CADETTE TROOPS

A badge is a symbol of accomplishment earned and worn by a girl, showing she has increased her skill and knowledge in a particular subject and is prepared to give service in it. Badges for Cadettes are more comprehensive than those for Juniors.

Handbook, pages 107, 280

Badges Emphasize

“Doing”—interviewing, visiting, seeing, discussing.

Depth knowledge in a specific subject: development of skills, new interests.

Note the economic, scientific, and vocational understandings in badges.

Reinforcement of the Foundation elements.

Application of skills to life at home, school, community.

Features of Each Badge

A stated purpose—a focus while working on each requirement, a point around which sensible adaptations can be made, and an evaluation checkpoint when badge is completed.

Helpful to girls, leaders, program.

A list of requirements to carry out the purpose.

- Girls do all the requirements and have choices within some requirement.
- Adaptations are permitted when necessary because of different environment or facilities.
- Girls have responsibility to develop a service activity and think through Health and Safety and Promise and Laws implications of each badge.

If there is no kindergarten or nursery, substitute an orphanage or Sunday school.

Space for recording completion of each requirement, to be initialed and dated by leader or program consultant.

Girl keeps a record in her own Handbook.

Leader's Role

Encourage girls to choose badges that will satisfy their curiosity and interest, help in their own development, relate to the Challenge Preps, and help to fulfill First Class requirements.

Point out appropriate program suggestions in the *American Girl* magazine.

Help girls form badge groups.

Obtain program consultants—consult with them on the purpose of the badge.

See Chapter 7

Help girls to evaluate their performance in relation to the badge purpose and to determine whether or not badge has been successfully completed.

Special Notes

Some badges are developed around basic requirements which may be carried out in any of several areas.

Animal Kingdom

Plant Kingdom

Chef

Sports

Groups of girls who have special interests not related to badges in the *Handbook* may develop their own “Our Own Troop’s _____ Badge” (page 344). The subject of the badge should be approved by the council but the requirements must be developed by the girls themselves.

CHALLENGES

Challenges are selected real-life situations designed to test girls' abilities to use knowledge and skills in four areas based on the Foundation. They are steps to becoming a First Class Scout. The four Challenges are:

1. Challenge of Social Dependability
2. Challenge of Emergency Preparedness
3. Challenge of Active Citizenship
4. Challenge of the Girl Scout Promise.

See *Handbook*, Chapter 16, for purpose, Challenge Preps, the Challenges, and guides for evaluation.

Challenge Terms Defined

Challenge Preps—specific items to be learned, practiced, or reviewed in preparation for the Challenge.

Essentials—features of each Challenge (see "Checklist of Challenge Essentials," page 125).

Accept the Challenge—girl has completed Challenge Preps and is ready to begin the Challenge itself.

Meet the Challenge—the high point, actually carrying out the Challenge.

Characteristics of a Challenge

A Challenge is a test of performance in a selected real-life situation that requires:

1. Use of a variety of skills and knowledge.
2. High standards of competence.
3. Definite types of action, allowing considerable independence and decision-making in choice of activities.
4. Girls to take responsibility and to organize themselves and work cooperatively.
5. Group participation—3 to 8 girls may meet a Challenge together. In special situations, a girl may meet a Challenge with the cooperation of friends, or with Cadettes from other troops or girls in camp. Review *Handbook*, pages 248-250.

Leader's Role

You make the final choice and present the Challenge to the Challenge group. Your knowledge of the girls' abilities makes it possible to create a situation that will demand the girls' best efforts and give them satisfaction from their accomplishments.

The Challenge should:

- o Be revealed to the Challenge group after completion of the Challenge Preps.
- o Require performance of many Challenge Preps. Select those you feel will be most meaningful to the girls.
- o Include some elements of the unexpected that will test the girls' resourcefulness.

Some Challenge situations will make it necessary for you to alert community groups or individuals in advance so that they will be receptive when approached by the Challenge group.

CHECKLIST OF CHALLENGE ESSENTIALS

FOR YOUR USE WHEN: Helping girls complete Challenge Preps.
Selecting Challenge situations.
Evaluating Challenges with girls.
Determining girls' readiness for First Class.

ESSENTIALS COMMON TO ALL CHALLENGES

- o Understanding and application of the Promise and Laws.
- o Ability to organize and work cooperatively in a group.
- o Opportunity to learn and practice relevant skills in the arts, home, and out-of-doors.
- o Opportunity to find and develop new interests.

ADDITIONAL ESSENTIALS FOR EACH CHALLENGE

CHALLENGE OF SOCIAL DEPENDABILITY

- o Progress in self-improvement in health and appearance.
- o Opportunity to help plan, carry out, and evaluate a social event.
- o Practice and improved skill in interpersonal relations.

CHALLENGE OF EMERGENCY PREPAREDNESS

- o Awareness of health and safety factors inherent in a variety of emergency situations.
- o Opportunity to learn and practice outdoor and indoor preparedness so that response is automatic in case of an emergency.
- o Ability to use available facts, then initiate, organize, and combine ideas and actions to fit the situation.

CHALLENGE OF ACTIVE CITIZENSHIP

- o Increased knowledge of workings of local government.
- o Increased awareness of function of state and national government.
- o Awakened understanding of part played by the individual (as a girl of 12-13-14 and as an adult in the future) in public affairs and voluntary organizations.

CHALLENGE OF THE GIRL SCOUT PROMISE

- o Opportunity to reaffirm and strengthen personal standards of integrity.
- o Awakened awareness of the part the Girl Scout Promise plays in daily life—outside as well as within Girl Scouting.

Although not essential, try to include the following occasionally:

- o Opportunity for vocational exploration.
- o Opportunity for activities with fathers or favorite uncles, as well as boys.

ADMINISTRATION OF CHALLENGES

CHALLENGE OF	SOCIAL DEPENDABILITY
Selection of Challenge	Leader selects a social situation best suited to the Challenge group: older people, younger people, girls of own age, coed. She issues the Challenge which in this example is a social event to which the girls' mothers are to be invited.
Example of How Carried Out	<p>Girls decide purpose of party is to show guests highlights of troop during past three months; troop activities to be demonstrated by skits, exhibits, and songs. Dessert, served at tables, dried flower decorations from previous project.</p> <p>Entire troop to take part but Challenge group to direct and expedite the affair: consult with treasurer, shop for food, arrange party decor, cook and serve food, set up exhibits, hostess, direct skits, clean up.</p>
Evaluation	Girls in Challenge group and troop leaders evaluate together after event is over, using evaluation chart on page 256 of <i>Handbook</i> and the checklist on page 125 of this book.
Tips for Other Examples	Social events as a service: organized party for children in a day nursery, covered dish supper for troop sponsors, a day's outing for Senior citizens. With other teen agers: food combined with an activity (swimming, skating), progressive dinner, square dance. For parents: luncheon with mothers before a fashion show or supper and school sport event with fathers.

EMERGENCY PREPAREDNESS

This Challenge should be a complete surprise to the girls, such as issuing “Sealed Orders” specifically describing an emergency situation. It should contain unexpected elements.

For example, the ice storm and power failure described in the *Handbook* page 262. In carrying out this Challenge girls should demonstrate ability to:

Organize quickly and work cooperatively in a group; improvise safe and resourceful cooking, lighting, heating facilities; make an adult comfortable in bed; handle details of two meals in unfamiliar surroundings; keep comfortable and entertained during most of the day; keep rooms used in good order.

Depending on your inventiveness and that of helpers, girls might also be called upon to send accurate messages, give first aid, handle household repairs.

Success of such a project depends in part on plans for use of the “emergency home” and on the wise selection of the “ill mother” who will not advise or direct the girls. The “ill mother” might be a Senior or adult who understands the purpose of the Challenge and who can serve as a source of information to the leader on the girls’ progress during the day. Girls and leader use the evaluation questions on page 262 of *Handbook*. See checklist on page 125 of this book.

Patrol leaders or girls who have previously met the Challenge can help in planning, do much of the “leg-work” necessary for a simulated situation (collect properties, plant clues, serve at check-points), invent details to make the situation really challenging. Other girls can serve as “victims” needing first aid, wayfarer arriving just as meal is being served, and so on.

ACTIVE CITIZENSHIP

Doing the Challenge Preps should give girls clues to where their services are really needed. For example, an Americanization class which the girls learned has need of visual materials.

You arrange for the girls to confer with the teacher of the Americanization class on what is needed. Project involves: making of flash cards depicting symbols of democracy; study and review of our national heritage to be sure of authenticity of flash cards; use of art and writing skills; attending class to present flash cards and demonstrate flag etiquette.

Leader discusses the value of the project with the teacher. Girls in the Challenge group and the leader review purpose of the Challenge and use the evaluation on page 266 of the *Handbook*. See checklist on page 125 of this book.

Survey and compile information on community resources in a needed field: to help new families, provide leisure time information to young people. Public library work: production of displays, initiating a record loan service. Responsibility for one phase of a large community project: such as redecorating a community center, developing an arts festival or a recreation spot.

ADMINISTRATION OF CHALLENGE OF THE GIRL SCOUT PROMISE

Refer to pages 267-269 of the *Handbook* as you follow these suggestions.

Before Accepting the Challenge

1. Girls complete all the other requirements for First Class.
2. Girls should become as articulate as possible about their beliefs and about the inspirational aspects of the Girl Scout movement. The *Handbook* (page 268) makes two suggestions of ways to help girls do this. Greatest value to the Challenge group comes in the process of planning, discussing, and making decisions.

- o *List and discuss ten or twelve situations in which there may be conflicting opinions of the ethical way to act.*

The leader should encourage girls to use examples involving: homework, school obligations, people whose way of life differs from that of the girls in the Challenge group, family obligations and privileges, truthfulness, fairness, usefulness, social obligations. *Do not do it for them!*

- o *Take an active part in planning and carrying out a Scouts' Own that highlights the Girl Scout Promise.*

The Scouts' Own may be for a troop, an intertroop, or a larger group. In the plans should be provision for participation by the entire group.

3. Girls prepare themselves to answer the four groups of questions (*Handbook*, page 269) to be asked in connection with this Challenge, and they make application to the Court of Honor.

Groups of Questions To Be Answered

These questions are to be answered by a girl after the Court of Honor has agreed that she is ready to accept the Challenge of the Girl Scout Promise. See Role of Court of Honor below.

Group 1, relating to the difference between a movement, an organization . . .

Purpose is to promote thought, discussion, and individual understanding—not just to elicit “answers.”

Refer girls to unabridged dictionary, discuss shades of meaning, suggest girls find local examples.

Help girls to *think!*

Group 2, relating to the role of women in religious group . . .

These questions do not refer to religious beliefs or religious teachings but are concerned only with the role played by women. This is in harmony with the following policies of Girl Scouts of the United States of America, as stated in the *Blue Book*:

“Girls are encouraged and helped through the Girl Scout program to become better members of their own religious group, but every Girl Scout group must recognize that religious instruction is the responsibility of parents and religious leaders.”

“Every Girl Scout group shall respect the varying religious opinions and practices of its membership in planning and conducting activities.”

A girl should not be penalized if her parents do not wish her to participate in this group of questions.

Most girls will answer the question in relation to the religious groups to which they belong. The leader should obtain the consent of the parents of any girl who wishes to learn about the role of women in a religious group of which she is not a member.

The purpose is to help the fourteen-year-old Cadette realize some of the various ways through which women can contribute to religious groups.

Group 3, relating to service projects.

Purpose is to help a girl recognize progression in her own abilities, to look forward to future service as a Senior.

Group 4, relating to ceremonies in troop or camp . . .

Purpose is to help a girl relate inspirational occasions in Girl Scouting to her everyday life, and her understanding of the Girl Scout Promise as a source of strength.

Role of Court of Honor

1. The Court of Honor decides, on the basis of everyday actions, whether a girl is ready to accept the Challenge—using the questions on page 268 of *Handbook*.
2. After each girl prepares herself to answer all four questions, page 269 *Handbook*, the Court of Honor should provide an opportunity for her to report her answers. The wording, "... alone or with others, one, a few, or all of these questions" in the *Handbook* has been designed to allow the leader to guide the Court of Honor in planning for these reports. This flexible arrangement allows for times when a large number of girls meet the Challenge together and individual reporting of findings on each question would be too time consuming.
3. The Court of Honor should draw on past experience in evaluating. The leader, as a member of the Court of Honor, helps girls evaluate objectively and reach realistic conclusions. Cadettes have had considerable experience in evaluating both as individuals and as group members.
 - o *Experience as Individuals (Self-Evaluation)*
 Open-end questions of proficiency badges. *Handbook* page 281.
 Own performance in light of badge purpose.
 Experience in judging own readiness to accept three previous Challenges. (Challenge Prep checklists, pages 252-265)
 - o *Experience as Group Members*
 Each member's patrol job, *Handbook* pages 26-27
 Patrol system as a whole, *Handbook* page 29
 Money management in troop, *Handbook* page 51
 Experiences of each Challenge group while meeting three previous Challenges, *Handbook* pages 256, 262, 266.

Leader's Role

Interpret to the Court of Honor that the greatest value lies in each girl *thinking through* rather than merely answering the questions. A relaxed atmosphere is needed for this.

Remind the girls that the Girl Scout Promise begins with the words, "On my honor, I will try ..."

FAMOUS AMERICAN WOMEN SERIES

Brief vignettes of eight famous American women are included in the *Handbook* to capitalize on the urge of this age group for hero worship in developing ideals. Each woman was a person of courage, skill, and integrity. In addition to relationship to the Promise and Laws, knowledge of lives of these women might be used:

- as focal point for troop ceremony.
- to launch a vocational exploration project.
- as point of departure in Challenge Preps for Active Citizenship (i.e. women in public life).
- to begin troop's *own* "Famous American Women Project" to include local women, living women.

VOCATIONAL EXPLORATION FOR CADETTES

Purpose

To help girls develop the interests, skills, and attitudes that will lead to mature attitudes toward employment. Aim is vocational *exploration*, not vocational decision; not a one-time-event, but seizing every opportunity to open doors to new ideas.

Leader's Role

- Encourage girls to read books about people who have accomplished things.
- Promote opportunities to see women at work.
- Help girls get in touch with people presently working in various occupations.
- Promote discussion on total compensation of various vocations, in addition to monetary compensation.
- Alert girls to the vocational exploration aspects of badges, Challenges, and wider opportunities.

Handbook Chapter	Purpose of Chapter	Woman Featured
No. 6 A More Attractive You	To encourage forgetfulness of self; beginnings of social poise, consideration for others, high ethical standards; good grooming and good health practices.	Sarah Josepha Hale 1788-1879 page 125
No. 7 Let's Have a Party	To present some techniques of being a gracious hostess and a welcome guest.	Dolly Madison 1768-1849 page 139
No. 8 World of Holidays	To open girls' eyes to new ideas, broader cultural horizons; develop sympathetic interest beyond own family customs; to introduce international friendship activities and appreciation of other cultures.	Ethel Barrymore 1879-1959 page 144
No. 9 Let's Explore the Out-of-Doors	To teach the techniques and suggest the activities that will help girls enjoy the out-of-doors.	Lou Henry Hoover 1875-1944 page 173
No. 10 In an Emergency	To teach basic ways of being prepared indoors and out. Emphasis on awareness of safety standards (precautions, practices) plus action.	Lillian Wald 1867-1940 page 190
No. 11 Service Starts at Home	To teach some specific home-centered skills. To present an expanded understanding of the service concept.	Mary McLeod Bethune 1875-1955 page 209
No. 12 Our National Heritage	To present the concept of love of country and appreciation of its history and traditions.	Esther Hobart Morris 1813-1870 page 221
No. 13 Make the World a Better Place	To promote international awareness of all members of Girl Scout movement; cooperation with other organizations promoting intercultural relations; direct action by the girl.	Juliette Gordon Low 1860-1927 page 224-226

WIDER OPPORTUNITIES

Wider opportunities are those that take the girls beyond the circle of the troop:

- Intertroop activities which can be initiated, planned, and carried out by girls themselves under the supervision of leaders.

Handbook, Chapter 17

Extended trips have great appeal to girls this age. For example, trips to Rockwood National Girl Scout Camp, state or national park, historical sites, such as the Juliette Gordon Low Birthplace.

Handbook, Chapter 15

- Camping at council-operated day and established camps.
- Council and intercouncil events for which:
 - Girls contribute ideas, suggest events, assist with details.
 - Adults make contacts between groups or communities, and set up over-all arrangements.

Any Event Offered by the Council for Cadettes Should:

- Be in keeping with the elements of the Foundation of the Girl Scout program.
- Promote sound Girl Scout program in troops and camps.
- Offer new and different experiences correlated with troop and camp activities.
- Take girls forward in their development as young women of tomorrow, yet let them taste the prestige and glamour they seek today.
- Provide opportunities for Cadettes to establish relationships with people like and unlike themselves.
- Be open to as many girls as possible, rather than a few selected ones.
- Allow Cadettes to serve on special short-term committees for planning, carrying out, evaluating the particular event; or to participate through opinion sampling, specific assignments. When another event is on the calendar, new planning groups are formed.
- Include pre-event preparation and post-event application that is carried out through the leaders or the Cadette representatives to temporary committees.
- Give insight about the breadth of Cadette Girl Scouting; and may preview what it will be like to be a Senior Girl Scout.

See pages 12-13

Leader's Role

- Encourage girls to participate in wider opportunities.
- Keep girls informed, well in advance, on events and other opportunities so they can be incorporated in troop plans. See "Time and Events Planning Chart," *Handbook*, page 38.
- Relate the troop activities to the council and intercouncil events for Cadettes.
- Relay girls' requests and suggestions to the council.

EXAMPLES OF EVENTS FOR CADETTES

EXAMPLE A—"Entre"

A series of workshops, chaired or taught by authorities on subjects not usually available to girls of Cadette age in the locality. Speakers and consultants for these events should be outstanding people in their fields.

Focus of Event	Some Relevant Badges	Relevant Challenges
<p><i>Make the Most of You</i> Hair care, hair styling, exercises to promote good posture and figure development, techniques of gaining self-assurance, wardrobe color coordination. End with a presentation of a Teen Fashion Show or a visit to a school of fashion technology.</p>	<p>Good Grooming Dressmaker</p>	<p>Social Dependability</p>
<p><i>Techniques of Child Care</i> Such as safety taught by members of the fire and police departments, first aid procedures by The American Red Cross, techniques of home care by the Visiting Nurse Association.</p>	<p>Child Care First Aid Public Health Home Nurse Outdoor Safety</p>	<p>Emergency Preparedness Active Citizenship</p>
<p><i>"Skill Mill" in Imaginative Cookery</i> How to make the authentic specialties of the locality, or of a hitherto unfamiliar culture or region, or for a particular purpose or event. Professional home economists; food editors of newspapers, magazines, radio, or television; commercial food firms; or historical societies are possible resources.</p>	<p>Chef Family Camper Hostess</p>	<p>Social Dependability Active Citizenship</p>
<p><i>Entertaining Etiquette</i> How to produce really memorable parties, learn how to enjoy them both as hostess and as guest. Techniques, ideas, and shortcuts for producing unusual decorations and food. Standards of behavior; possible activity. Could be in a college setting.</p>	<p>Hostess Folk Dancer Social Dancer Good Grooming Chef</p>	<p>Social Dependability</p>
<p><i>Water Wonderland</i> Lessons in water skiing, water ballet, summer sail boating and "frost-biting," or whatever is available but not widely offered to girls of Cadette age in the locality.</p>	<p>Sports Swimmer Life Saver</p>	<p>Emergency Preparedness</p>

EXAMPLE B—Person-to-Person Projects

A chance for Cadettes to meet, talk to, learn from adults whom they would not ordinarily have a chance to meet.

Focus of Event	Some Relevant Badges	Relevant Challenges
<i>Career Day</i> Cadettes listen to presentations by people currently working in careers open to women, followed by opportunity to discuss and ask questions. Girls should have opportunity to indicate areas of interest in advance of the event. Purpose is vocational exploration rather than vocational decision.	Depends on careers represented.	Depends on subject represented.
<i>Meet the Author Party</i> Could be designer, music writer, dancer, Olympic Games diving champion, senator. The event centers around guest of honor. Author might discuss and autograph her books, dancer might demonstrate or teach. Success depends on long-term interest developed ahead of the occasion—advance preparation on part of girls on subject for which the guest is famous.	Depends on subject represented.	All Challenges

EXAMPLE C—Let's Go (some place)

A chance for Cadettes to go somewhere to do something, or to see something not offered through their troop, school, or community. It could be a day with many small groups of Cadettes going from place to place, or a "migration en masse."

Focus of Event	Some Relevant Badges	Relevant Challenges
<i>Progressive Promenade</i> Cadettes visit four or five sites—a sunrise breakfast in one location, a swim and lunch at a second, a nature trail to make or follow at a third, supper at a fourth, and campfire at a fifth.	Explorer Hiker Campcraft Pioneer Life Saver Traveler	Social Dependability Emergency Preparedness Active Citizenship (Depending on focus of the event.)
<i>Father-Daughter Day or Weekend in a Girl Scout Camp Setting</i>	Campcraft Family Camper Weather	Social Dependability Emergency Preparedness
<i>Adventure in Citizenship</i> Trips (state capitol, historic sites). If possible, use a method of travel not commonplace to the particular girls. (Cars, buses, boats, trains, bicycles, foot, or combination of these.)	My Country My Government Traveler	Active Citizenship Social Dependability

EXAMPLE D—Clinic and Competition

A chance to learn and practice skills related to Cadette badges and Challenge Preps; to be followed by some sort of demonstrations or exhibits with recognition for achievement.

TROOP MANAGEMENT

Cadette Girl Scouts are ready to do a good job of managing their troop through the patrol system. Your responsibility as a leader is twofold:

- Interpreting to girls what is expected of them.
- Showing girls how to carry out their responsibilities.

See "Troop Management" in Chapter 4 and also Chapter 8

Organization of Cadettes

Patrols of six to eight members, ranging in age from 12 to 14. This organization:

- Allows newcomers to be absorbed without disorganizing patrols.
- Permits election of older, more experienced Cadettes as patrol leaders, with "a chance next year" for the younger girls.
- Assures continuous life of the troop.

Handbook, Chapters 2 and 3

Each patrol member carries a specific job for over a period of time.

- Number and titles of jobs depend on the troop's activities.
- Each job has a written description of its duties.

Leader's Role

Encourage girls to use steps in planning, *Handbook*, page 34.

Help girls develop patrol job descriptions according to their own needs.

Use "Program Risers," page 151.

Help girls use evaluation tools.

- Patrol system, *Handbook*, page 29.
- Skills in planning, *Handbook*, page 39.
- Money Quiz, *Handbook*, page 51.

Train patrol leaders.

Guide Court of Honor.

Training Patrol Leaders

1. Help patrol leaders to:
 - Organize their facts and write out agenda. (Try phrasing the agenda in form of questions rather than listing.)
 - Plan how to stimulate patrol members to contribute constructive ideas. (See discussion leadership, *Handbook*, pages 41-46.)
 - Keep records that will facilitate the flow of ideas to and from patrol meetings and Court of Honor.
 - Evaluate activities. (See steps in planning, *Handbook*, page 34, and sample evaluation forms, page 36.)
2. Teach patrol leaders skills that can be taught to other members as a patrol activity.
3. Guide patrol leaders in delegating jobs and responsibilities. (See *Handbook*, "How to Make a Kaper Chart," pages 39-41.)


CHAPTER 13

SENIOR GIRL SCOUTING

FRAMEWORK FOR PROGRESSION IN THE GIRL SCOUT PROGRAM


	CADETTE GIRL SCOUTS	SENIOR GIRL SCOUTS
ONE PROGRAM WITH FOUR AGE LEVEL ADAPTATIONS	12-13-14-year-olds 7th, 8th, 9th grade 24 to 32 in troop 6 to 8 in patrol	15-16-17-year-olds 10th, 11th, 12th grade 24 to 32 in troop 6 to 8 in patrol
RECOGNITION OF MEMBERSHIP	Promise and Laws Girl Scout Pin Investiture Rededication	Promise and Laws Girl Scout Pin New girls meet membership requirements and are invested Members have rededication ceremony
HELPS TO NEW TROOPS AND NEW LEADERS	Program Starters	Program Starter—a Senior troop inventory
FRAMEWORK FOR ON-GOING ACTIVITIES	Proficiency badges Challenges First Class	The Eight Indispensables Major Interests: Arts Community Action Homemaker International Friendship Mariner Mounted TrailBlazer Wing Panorama
WIDER OPPORTUNITIES	Intertroop Councilwide Intercouncil	Intertroop Councilwide Intercouncil National—International Service Aides, LIT, CIT
THE STIMULUS TO CONTINUE	Bridge from Junior Girl Scouting and to Senior Girl Scouting	Bridge from Cadette Girl Scouting and to adult Girl Scouting

FOUNDATION




By the time girls are of Senior Girl Scout age, they possess many strengths which Girl Scouting can help to further. These include: ability to reason well, a sense of civic responsibility, increased poise and equilibrium, greater selectivity in their interests. They become more aware of principles, standards, rules, and religious codes.

This Book, page 8




Investiture of new girls, or rededication of girls who have previously been invested, provides opportunity to give significant recognition to the status of a Senior Girl Scout through reinforcement of the Promise and Laws at a mature level.

This Book, page 9




For Senior Girl Scouts there is one survey-type program starter rather than the series of activities characteristic of the younger age levels. Its purpose is to acquaint girls with the total possibilities of Senior Girl Scouting before they choose troop and personal activities.

This Book, page 10




Flexibility in Senior troop structure allows girls to have the stimulation and status of a large troop without sacrificing the small group activity which they prize. Members carry on their Scouting against the backdrop of the Eight Indispensables. These include the elements of the Foundation plus vocational exploration, and new knowledge and skills.

This Book, page 11



For most Senior Girl Scouts, the circle of opportunities must widen beyond the troop. When girls have been allowed to develop their skills and increase their knowledge through activities commensurate with their abilities, they will seek even wider opportunities. Senior Scouting, in its true essence, therefore, lies within each girl.

This Book, page 12



Senior Girl Scouts should assure Cadettes of a welcome to Senior Girl Scouting through inviting them to a troop or inter-troop event, giving information on the design of the Girl Scout program at the Senior age level, and demonstrating projects carried out by Seniors.

This Book, page 14

The troop adviser can help provide the bridge to adult Girl Scouting by interpreting adult jobs, giving information on registering in an adult capacity, and encouraging attendance at meetings where adults can be observed in action.

TO THE SENIOR ADVISER

About the Senior Girl Scout Handbook

The *Senior Handbook* is written on an adult level. Much of the detail which has been written to the girl is equally valuable to the adult adviser and will not be repeated here.

Refer often to Part I of this book for matters basic to leadership in the Girl Scout program, and to Part One of the *Senior Girl Scout Handbook* for matters pertinent to leadership of Senior troops. What is said to Senior girls about planning, leading discussions, conducting meetings you will need in your advisory role.

Although the girls decide on activities and govern themselves, you, as adult adviser, are ultimately responsible to the Girl Scout council for the troop. You must be completely informed on all troop activities, plans, finances.

While your aim is indirect leadership, your job is an active one nonetheless. You see to it that girls use the suggestions in the *Handbook* for conducting their meetings, but you do not run the meetings for them. You, somehow, manage to see that projects get off to a flying start without starting them. Since nothing succeeds like success, you make sure that girls experience some early successes. You gauge your effectiveness by how much girls learn to do on their own.

Girls expect you to be interested in their activities and to take part in some; but they expect you to maintain adult poise and provide a good example for them. They want you to relax and let the elected troop officers plan the activities and run the meetings; but they want you to be a steadying influence with the wisdom, patience, and forthrightness to step in when needed. They want your leadership to be felt but do not want you to be a "commander."

You will need a sense of humor, and a sense of balance. Important as your leadership job is, it should not take a disproportionate amount of time and energy. The image you should set before girls is that of an adult who enjoys her family and friends, and who devotes time to personal pursuits and interests.

Handbook, page 34

Guide

Counsel

Organize

Expedite

Youthful outlook and adult dignity.

Freedom to express joy and enthusiasm; also doubts and misgivings.

About Senior Girls

Girls 15, 16, and 17 years of age are young women—ready or not—on the verge of the realities of adulthood. They are living in an accelerated climate characterized by the jet age, early marriages, and probe of outer space. They are insecure about "tomorrow."

Girls are faced with pressures, urgent decisions on educational plans, competition for a place in college and/or jobs, demand for excellence in skills. Their increased responsibility often intensifies the need for money earning.

About Senior Scouting

Membership in Senior Girl Scout troops can help girls prepare for their futures by giving them experience in:

1. *Making decisions*—practice in reasoning and forming judgments, deciding troop focus and plans, making individual choice of wider opportunities.
2. *Exercising initiative*—steering own course, selecting goals, making plans, taking responsibility for carrying them out.
3. *Acquiring values*—identifying code of ethics with self-discipline, basing activities on the Eight Indispensables, developing social consciousness and making opportunity to do something about it.

GETTING STARTED IN A NEW TROOP

Your most important job with a new troop of girls is to help them take a thoughtful look at the whole scope of Senior Girl Scouting before they decide what the troop will do or what individual activities they will pursue. This is done through a survey (*Handbook*, pages 36-38). Time and energy spent on this survey in the beginning will pay dividends later. (A modified form of this might well be done at the beginning of each troop year.)

SURVEY INCLUDES

Interests, talents, skills of troop members.

The plan of Senior Scouting as depicted in the Big Wheel of Opportunities.

Advantages offered by the community.

Council, national, and international opportunities open to girls in the coming year and during their years in Senior Girl Scouting.

SOURCES

The girls themselves. Make composite patrol lists.

Senior Handbook, pages 12-21. Also Part Two for Interests and Part Three for Wider Opportunities.

Local resources, council information, investigation by girls.

Council bulletins, Senior planning board adviser, *Leader* and *American Girl* magazines.

Ways of handling this survey can vary. Consider the following points, however.

1. Have girls explore their *Handbooks*. Do this right away—individually if possible, or in groups. Do not attempt to give a verbal presentation of it or to make a quick, easy summary. The girls have to see the vast scope of Senior Scouting themselves.
2. Keep the girls active, emphasizing the doing part of the survey. In addition to talking about interests and talents of individuals, encourage them to make lists, summarize, classify, and report to entire troop. Have girls study community conditions—securing and using chamber of commerce brochures and city directories; taking walking tours; consulting road maps for locations of airports, parks, waterways.

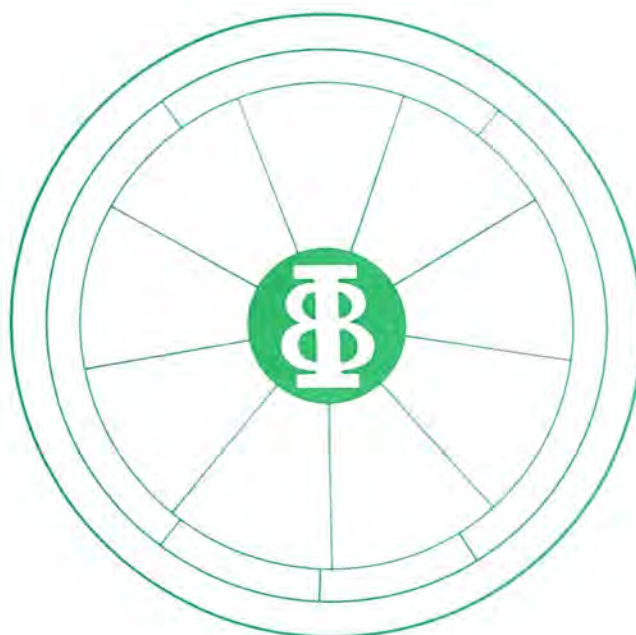
These are a few examples. The girls and you can think of additional action ideas to make the survey exciting.

3. Be sure girls understand the basic structure of the Senior Girl Scout design. The Wheel of Opportunities gives the picture, but you might have to help girls look at it analytically. At a quick glance, the spokes (Senior interests) are most obvious. But you can point out, if the girls have not already observed, that the spokes become meaningless without the hub (Eight Indispensables) from which they radiate. The

wheel, of course, can go nowhere without the outer rim of individual effort and achievement. These points should not be belabored at this stage—but they should be considered so that girls can see the complete design.

4. Get the additional information on current and future opportunities. Since most of this is disseminated through adult channels, girls new to Senior Girl Scouting will have no way of knowing about such opportunities. It is an adult responsibility to keep girls informed. Do not withhold announcements of advanced opportunities just because the girls do not yet qualify for them. Give them a chance to dream—and something for which to strive.

See *Achievement Record, Handbook*, pages 193-195



THE EIGHT INDISPENSABLES

The Foundation of the Girl Scout program is expressed in the Eight Indispensables thus forming the unifying core of Senior Girl Scouting. They are the guidelines for planning a balanced troop calendar.

Promise and Laws
Troop management
Active citizenship
Voluntary service
Health and safety
Knowledge and skills
International friendship
Vacational exploration

Eligibility

The 8-I insignia is an indication of troop achievement, and may be worn by each member of the troop when girls and adviser agree that the year's activities were so well balanced that the troop as a whole has grown in understanding and practice of the Eight Indispensables. This balance must occur within a single troop year, and not be spread over a longer span of time. The 8-I insignia are added to the girls' uniforms each year that the troop's eligibility is merited.

The decision on the eligibility of the troop to receive the 8-I insignia is a troop matter. It is a group, not an individual, award. All troop members wear the 8-I patch because it indicates that they belong to a troop with a balance of 8-I activities.

The troop is strictly on its honor in deciding its eligibility. Wise guidance by you and careful use of the "Inventory of the Eight Indispensables" will promote a wise decision.

Handbook, page 75

Handbook, pages 52-59

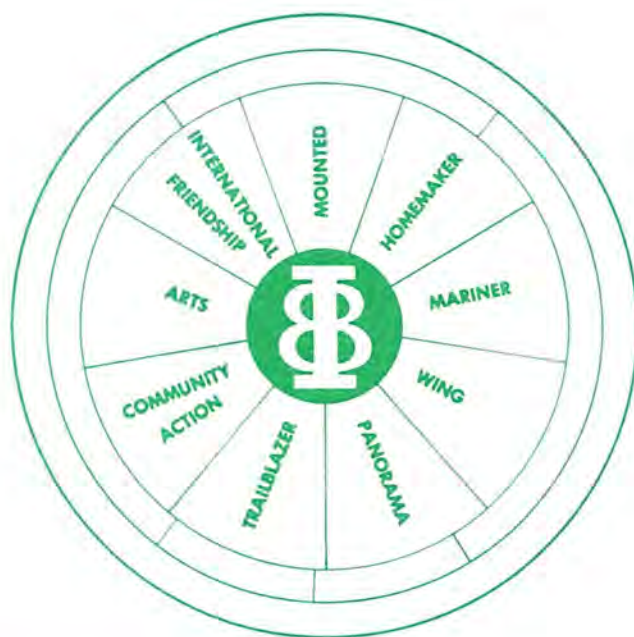
Using the Inventory

A good background of troop or patrol discussion will help prepare girls to think objectively and thoroughly as they weigh their progress against the questions in the Eight Indispensables inventory. Try some of the following or similar ideas.

- o Have small work groups each take one question under one of the headings, discuss and list things to be considered in relation to the question, and report a summary to the whole troop.
- o Give each patrol a point to explore in relation to one of the Eight Indispensables and report its findings to the group. For example, the following points might be considered under Service.
 1. Service projects done by the troop during the year.
 2. Individuals and groups who benefited directly or indirectly by the troop's service.
 3. Various skills developed by troop members through serving.
 4. Needs for service in the community which have not been met.
- o Try a circular response, going around the circle, asking each girl, in turn, to give an example of good (or poor) use of troop management. You may stop at this listing and let each girl do her own independent thinking from this point on, or you can have a general troop discussion on a few of the ideas offered.
- o Select four specific questions from the inventory and assign one to each of four girls. After some preparation these girls could talk to these points in front of the troop, then hold a conversation among themselves; this to be followed by a discussion by all troop members.

With this preliminary thinking, the troop decision has an excellent chance of being a sound one. The expectations of each girl can be expanded, helping her to see, more clearly, the value of these concepts in her personal life.

See *Handbook*, pages 70-71 for ideas on talks and discussions.



SENIOR INTERESTS

Once your Senior troop has completed its survey and is thoroughly familiar with Part Two of the *Handbook*, the girls should be ready to decide what they want to pursue. If the girls find they have a wide variety of interests and do not wish to concentrate on any one, they will form a Panorama troop. See pages 85-87 in the *Handbook* for the possible combinations. If all the girls wish to concentrate on one of the eight major interests, the troop takes the name of that interest, for example, a Community Action troop.

There are special insignia (patch, tie, and hat cord) to identify Panorama and major interests. These are illustrated and explained on pages 76 and 77 in the *Handbook*.

Selecting a Major Interest

DOUBLE CHECK

Availability of consultants. (Some interests need people with special talents or particular skill.)

Resources within the community. (A Mounted troop where there are no riding horses would be a poor choice.)

Experience and abilities of girls. (Mariners must be able to swim, TrailBlazers should have some outdoor skills.)

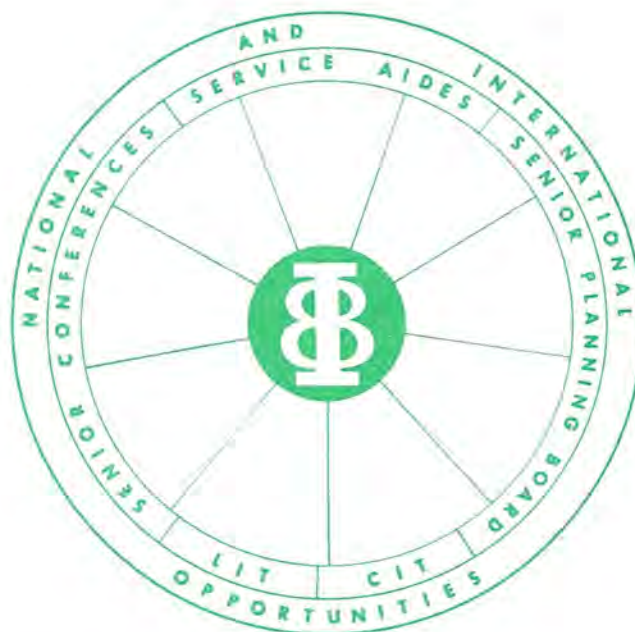
The Eight Indispensables must be an integral part of any major interest pursued by a troop or patrol. Highlight opportunities for vocational exploration and attainment of new skills and knowledge.

Carrying Out Major Interests

RESOURCE	HOW USED
<i>Handbook</i> , pages 84-185. About 100 project suggestions and many hundreds of ideas.	Girls look through these chapters before making plans. Use ideas as a start but expand on them and originate new ones. Each chapter focuses on one major interest, but each has ideas useful to all troops.
References in <i>Handbook</i> to books and other resources for each major interest.	Borrow from public library, school library, from special groups in the community. Budget for items troop wants to own. (<i>Handbook</i> , pages 45-51).
<i>Leader</i> magazine. <i>American Girl</i> magazine.	Up-to-date information on current interests.
Resources uncovered in troop's survey of community.	Refer to troop's findings for places to visit and people to help in connection with major interests.
High school teachers and guidance counselors.	Girls contact teachers in special areas for suggestions of people and places, or for direct help.
Girl Scout council.	Compilations of community resources, listing of people with special interests. (See Chapter 7 and Chapter 9.)
People in general.	Be alert to resources as you talk with friends, tradespeople, counselors.
Newspapers (local).	Keep a close watch on organization activities, club news, hobby group plans, feature stories on individuals.
Chamber of commerce, community council or planning group.	Information on the community. Lists of community groups with names and addresses of presidents.

Specialized community groups such as Outing Clubs, Little Theater Groups, and the like may be very glad to share interests on a continuing basis with Senior Girl Scouts who have a sincere and serious purpose.

Resources in a given area may be very rich or very limited. In case of the former, it is only a matter of diligent search and persistent effort. In the case of the latter, it is prudent to discover this fact before deciding on major interests.



WIDER OPPORTUNITIES

For Senior Girl Scouts, the circle of opportunities must widen far beyond the troop. As girls develop their skills and increase their knowledge through activities commensurate with their abilities, they will seek experiences farther and farther afield.

Your Role as Adviser:

1. Keep girls alerted to opportunities you learn about through council bulletins, *Leader* magazine, *American Girl* magazine, and special announcements.
2. Support the efforts of individual girls toward preparation for experiences outside the troop. Encourage girls to apply for appropriate opportunities. Give them opportunity to:
 - Practice outdoor skills.
 - Take training in discussion leadership.
 - Talk with girls who have had national or international experience.
3. Support events through the troop.
 - Pre-event preparation and post-event application.
4. Maintain perspective and balance between wider opportunities and the troop.
 - Troop is the principal unit—wider opportunities should strengthen, rather than compete with Girl Scout program in troops.
 - Use existing structure of communications and troop management.
5. Recognize girls' growing independence, but continue to give guidance.
 - Expect girls to take responsibility.
 - Realize that many other adults will become important to them as they move to wider experiences.
 - Guide and advise, so that responsibility and activity will contribute toward growth.

OPPORTUNITIES	SOME FACTORS
<i>Intertroop:</i> trips, camping, service, co-ed, celebrations, major interest projects, bridge activities with Cadettes.	These should grow out of troop plans, budgeted for by the troop, included in troop's yearly calendar.
<i>Councilwide:</i> Senior conferences, special training, Senior Service Aide projects, Leader-in-Training, Counselor-in-Training, camping, trips, bridge activities to adult Girl Scouting.	May be initiated by the Senior planning board (made up of representatives from each Senior troop), the adults in the council responsible for program services, or by joint effort of these girls and adults. Senior adviser must work closely with the troop's girl representative; in addition, use the adult channels of communication provided by the council.
<i>Intercouncil:</i> similar to council-wide activities. Also, camping exchanges, conferences on all-Senior or major interest focus, hostessing in girls' homes.	Planning may be intercouncil, or the councils may carry planning and hostessing responsibilities in turn, inviting Seniors from other councils to participate.
<i>National and international:</i> special encampments, conferences, exchange visits.	Initiated by Girl Scouts of the U.S.A. or by other members of the World Association of Girl Guides and Girl Scouts. These events help Seniors sense the purpose and vitality of the Girl Scout and Girl Guide movements, broaden their understanding of their country and of other countries; identify more closely with adult roles in Girl Scouting.
<i>Individual choice:</i> Senior Service Aide projects in specialized areas, Leader-in-Training, Counselor-in-Training.	These are a matter of individual choice rather than troop or patrol planning. They may offer vocational exploration outlets as well as the immediate opportunity for training and service. Training is provided by the council. The Senior Service Aide bar recognizes the completion of <i>training</i> in a specialized area—an indication that a girl is prepared to give service.

Senior Girl Scout Planning Board

It's purpose is to strengthen Senior Girl Scouting by:

- o Providing a means for exchange of patrol and troop activities.
- o Sponsoring events where united efforts of all Seniors would be effective.
- o Serving as a channel between Senior girls and the council.

It does not dictate Senior troop plans nor compete with the troops. The girl representative from your troop should be given time at troop meetings and/or Court of Honor for clearance of planning board business.

TROOP MANAGEMENT

As adviser of a Senior Girl Scout troop, your aim should be the development of girls through the Girl Scout program. The Girl Scout program is one of action, built on the Foundation and carried out through activities. Part of your work is to get things done through the efforts of people. This requires planning, sound organization to carry out the plans, and supervising and reviewing as you go.

Advising a Senior Girl Scout troop can be interesting and rewarding; or, if not done carefully, it can be overwhelming. The difference lies, not in a long set of procedures nor in a quick easy formula, but in a state of mind about leadership. You are, in a sense, an administrator! You work with a total group of girls, both directly and through their chosen representatives, the patrol leaders. You work, also, with many adults who give supporting help to the troop.

Troop Management, page 61

Leadership, page 51

Foundation, page 15

Handbook, pages 28-31

See Chapter 9

The Adviser's Relation To:

COURT OF HONOR

Total troop business.

Adviser meets with patrol leaders, troop scribe, troop treasurer, Senior planning board representative.

Help girls who would profit gain courage to try.

Give them time to relate these experiences to troop.

PATROLS

Patrol projects. Patrols should think through, develop details, line up questions.

Adviser works directly with patrol leader who should always check with adviser *before* acting. This is your chance to be informed, to raise questions, and to give the "go ahead" or interpret the need for further work.

MEETINGS

Each troop establishes its pattern of troop and patrol meetings — schedule which will serve best for the troop. There may be:

- Weekly troop meetings.
- Alternating troop and patrol meetings.
- Monthly troop meetings with one, two, or three patrol meetings in between.
- Cycle of Court of Honor, troop meeting, several patrol meetings.

MAJOR INTEREST PATROL— WITH CONSULTANT

Same as working with any patrol—direct, on-going contact is through the patrol leader.

Additional contact, on consultation basis, with the program consultant.

Strong Court of Honor and clearance of all plans with the adviser are keys to the freedom which Seniors want and should have. Part of your responsibility as adviser is to help girls gain a clear understanding of the design of Senior Girl Scouting, and to interpret your own role (authority and responsibility delegated to you by the council) and the importance of keeping you informed *in advance* of all troop and patrol plans.

WIDER OPPORTUNITIES

Planning board, Senior conference, other council and intercouncil events, Service Aides, LIT, CIT.

Help them look and think wide, venture something new.

SUCCESS AND ENJOYMENT OF SENIOR ADVISER'S WORK

depends on

- Enjoying indirect leadership
Seeing girls learn how to carry details involved in accepting responsibility.
- Delegating
Giving guidance on how to proceed.
- Supporting girls' ideas and interests
Using your greater experience to ask discerning questions, to clarify their thinking—rather than to decide for them that something will not work.
- Organizing and carrying out your role consistently
Working through established channels which are understood by all (patrol leaders).

(Don't let areas of responsibility shift back and forth at your whim—when decisions are made, live with them.)

YOUR ROLE IS THAT OF A COACH—NOT CAPTAIN OF THE TEAM

PROGRAM RISERS

Program Risers are a self-help series of guides for leaders to use to measure the growth and development of a Girl Scout troop. They give concrete stages of development possible in your troop in such vital areas as understanding the Promise and Laws, putting the Promise and Laws into action, planning troop activities, assuming of responsibility by girls, handling troop budgeting, and carrying out troop government.

Program Risers: Self-Help for Leaders

They help you gauge progress of the troop, providing a yardstick against which to measure.

1. They focus on basic values of the Girl Scout program; increase sensitivity and awareness of the purpose; give you step by step examples of how to put the purpose into practice.
2. They help you look at the troop more objectively, evaluating its accomplishments and limitations. Give you a means of charting troop's growth and a basis for setting realistic goals.
3. They can make conferences with troop consultant meaningful: something specific against which to discuss troop's development, to plan for the future, and to determine the kinds of help and resources needed.

Using the Program Risers

Leader and assistant leader use Program Risers several times a year.

1. When the troop is new, familiarize yourself with the concepts in Program Risers.
2. After a few months, circle the number of the step which you feel best describes the stage of development of the troop. Also, indicate the step you would like to see the girls reach by the end of the year.

Fill in the back of the form, especially the question concerning further help you feel you need. With your troop consultant, go over the Program Risers and, together, determine what needs strengthening and how this can best be done. If there is no troop consultant, the leaders do this together.

Be realistic about what girls the ages of those in your troop can accomplish. Set your sights high, but do not expect miracles.

3. At the end of the year, circle in red the number of each step which best describes your troop. Also, complete evaluation questions at the bottom of the page. In this way, you can see the change over the year. Keep in mind the following four points when you set your expectations for next year.

Things to Remember in Using Program Risers

1. The Girl Scout program is one program with four age levels; each level providing opportunities for increased girl responsibility. This progression must be considered in using Program Risers.

Girls of seven, eight, and even nine, with limited experience, can be expected to take only beginning steps in planning, budgeting, and so forth. As girls mature and bring diversified experiences to Girl Scouting, more can be expected of them. It is likely, therefore, that except in the case of Program Riser I, the upper steps will more accurately describe the potential of older Cadettes and Seniors.

2. By including all four age levels on the same Riser, you can see not only the immediate aims for your troop, but the future potential as girls move on to the next age level.

It is possible that a newly organized troop, even though they are Cadettes or Seniors, might start on the beginning steps of some of the Program Risers. However, they can usually be expected to reach, in a short length of time, the degree of progress more appropriate to their age level. This depends, to an extent, on their experiences outside of Girl Scouting.

3. Program Risers merely present one way of viewing a troop's progress, and they are primarily for your enlightenment. They are not to be used by *anyone else* as a basis of judgment of the troop or the leadership. The troop consultant's role is merely to

interpret Program Risers and to help and support you so that the girls will experience the best possible program.

4. Keep in mind that there is no "right" step on which a troop should be. Ages, length of time in Girl Scouting, background and experience, all make a difference in the progress of the troop and the progress of each girl. Each troop is unique and progresses at its own rate; sometimes even slips backwards temporarily. Some girls will always be ahead of others. For your troop, your responsibility is to strive to help girls climb the steps in the years ahead.

BACKGROUND INFORMATION ON TROOP

Program level: _____

Length of time troop has been meeting together (include time in previous program levels): _____ years, _____ months.

Length of time leader has been with this troop (include time as assistant leader): _____ years, _____ months.

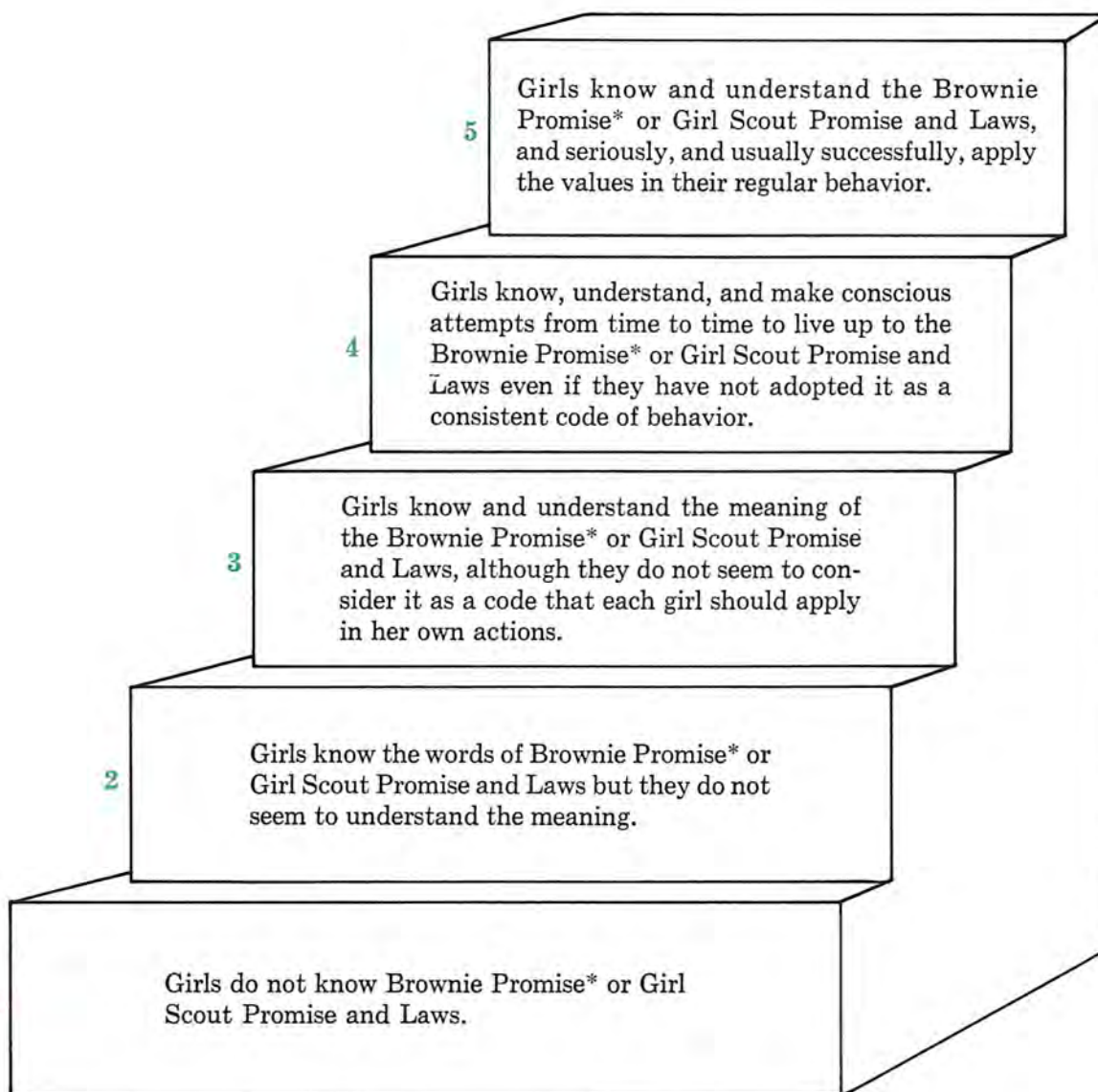
Has leader taken initial leadership training course? _____

Number of girls in troop: _____

Ages of girls: _____ girls are _____ years old
 _____ girls are _____ years old
 _____ girls are _____ years old
 _____ girls are _____ years old

I—THE PROMISE AND LAWS

How well does your troop understand the Promise and Laws? Circle the number of the step that best describes the present stage of development of your troop.



Mark a cross (x) next to the number of the step that best describes the stage of development you expect your troop to reach by the end of the year.

Considering the girls' ages and experience in Girl Scouting, do you think the troop's present position on these steps is:

- ___outstanding
 - ___good, about right, O.K.
 - ___below the level at which they should be operating
- (To be filled out at end of year.)

*Brownie Promise applies to Brownie troops only.

What methods, kinds of discussions, activities, etc., have you found most useful in helping girls understand the Promise and Laws?

What further helps would you like to receive in order to help your troop progress in this area?

II—PUTTING THE PROMISE AND LAWS INTO ACTION

How well does your troop get along together? Circle the number of the step that best describes the present stage of development of your troop.

5 Girls act in terms of the Girl Scout ethical code as a matter of course. Troop's group spirit and its code of behavior are easily felt by outsiders. They successfully handle personal problems by themselves. As individuals and as a group, they almost always exemplify high standards both within and outside the troop.

4 Girls *consistently* show friendliness, cooperation, consideration, dependability, group spirit. They generally try to do the right thing, without leaders' prompting, though at times they may still have to think about their attitudes and relationships. Once in a rare while, they lapse into less desirable behavior.

3 Girls talk about "our" troop, take pride in troop and what it does. Most of the time they are kind, friendly, and considerate of each other and the leaders, although sometimes their attitudes and behavior are not as good as they might be. They need occasional reminders about doing the "right" thing.

2 Girls show consideration for each other and the leaders much of the time. Only 1 or 2 girls may present individual behavior problems. Not too much genuine warmth and liking among all the girls. Girls frequently have to be reminded about their behavior.

1 Girls generally think of their own interests and wishes and are apt to be thoughtless of each other. Some squabbling or conflict between individuals or cliques. Nice things are done, too, and some girls are kind and considerate, but the general atmosphere is not cooperative.

Mark a cross (x) next to the number of the step that best describes the stage of development you expect your troop to reach by the end of the year.

Considering the girls' ages and experience in Girl Scouting, do you think the troop's present position on these steps is:

- ___outstanding
- ___good, about right, O.K.
- ___below the level at which they should be operating

(To be filled out at end of year.)

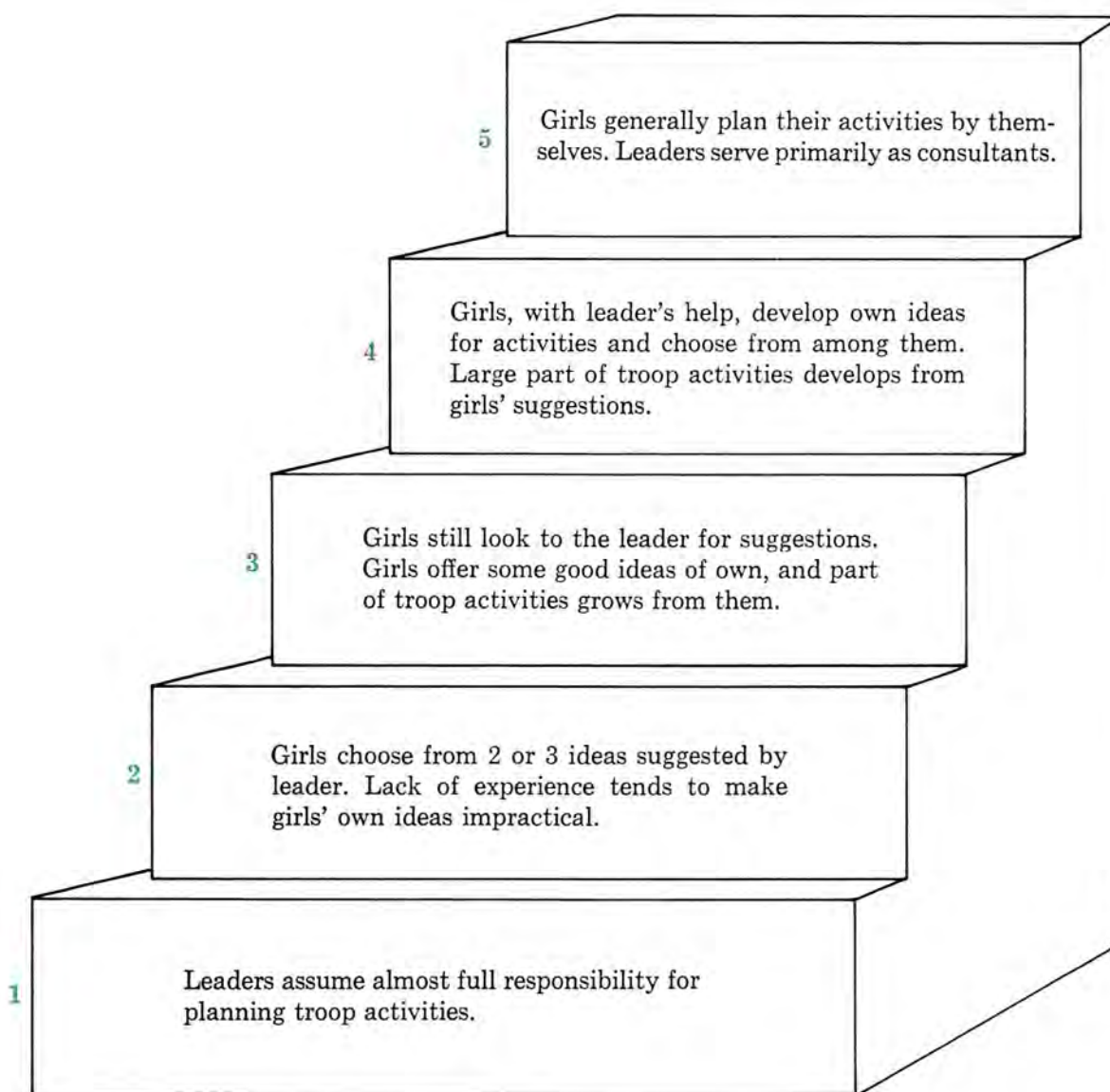
What methods, kinds of discussion, activities, etc., have you found most useful in helping girls live up to the Promise and Laws in their relationships with other people?

What further helps would you like to receive in order to help your troop progress in this area?

III—PLANNING TROOP ACTIVITIES

GIRL-LEADER PLANNING

How does your troop function in planning troop activities? Circle the number of the step that best describes the present stage of development of your troop.



Mark a cross (x) next to the number of the step that best describes the stage of development you expect your troop to reach by the end of the year.

Considering the girls' ages and experience in Girl Scouting, do you think the troop's present position on these steps is:

- outstanding
 - good, about right, O.K.
 - below the level at which they should be operating
- (To be filled out at end of year.)

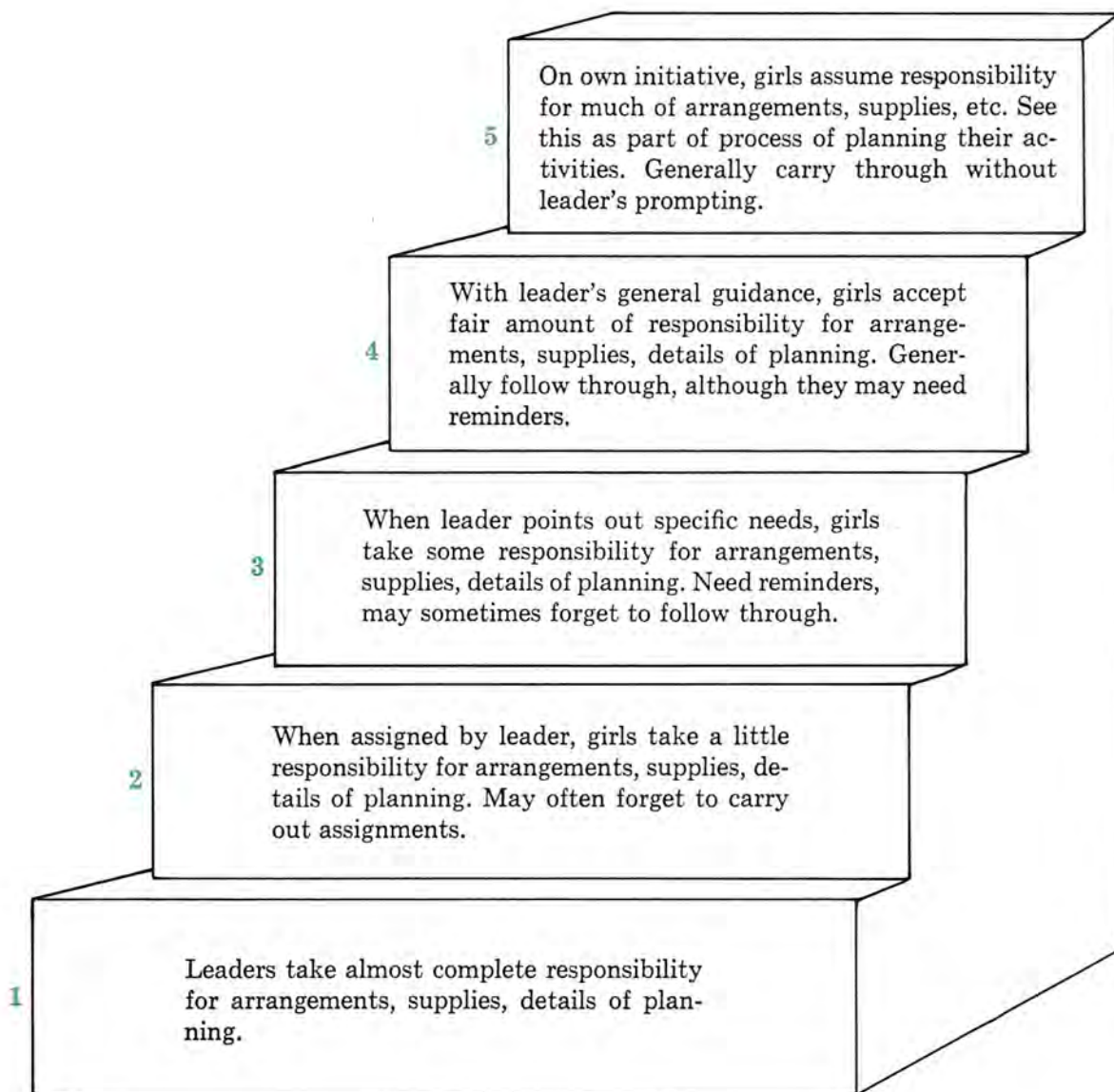
What methods, kinds of discussions, activities, etc., have you found most useful in helping girls take part in planning troop activities?

What further helps would you like to receive in order to help your troop progress in this area?

IV—ASSUMING RESPONSIBILITIES

GIRL-LEADER PLANNING

How does your troop function in accepting responsibility for carrying out troop activities? Circle the number of the step that best describes the present stage of development of your troop.



Mark a cross (x) next to the number of the step that best describes the stage of development you expect your troop to reach by the end of the year.

Considering the girls' ages and experience in Girl Scouting, do you think the troop's present position on these steps is:

- ☐ outstanding
- ☐ good, about right, O.K.
- ☐ below the level at which they should be operating

(To be filled out at end of year.)

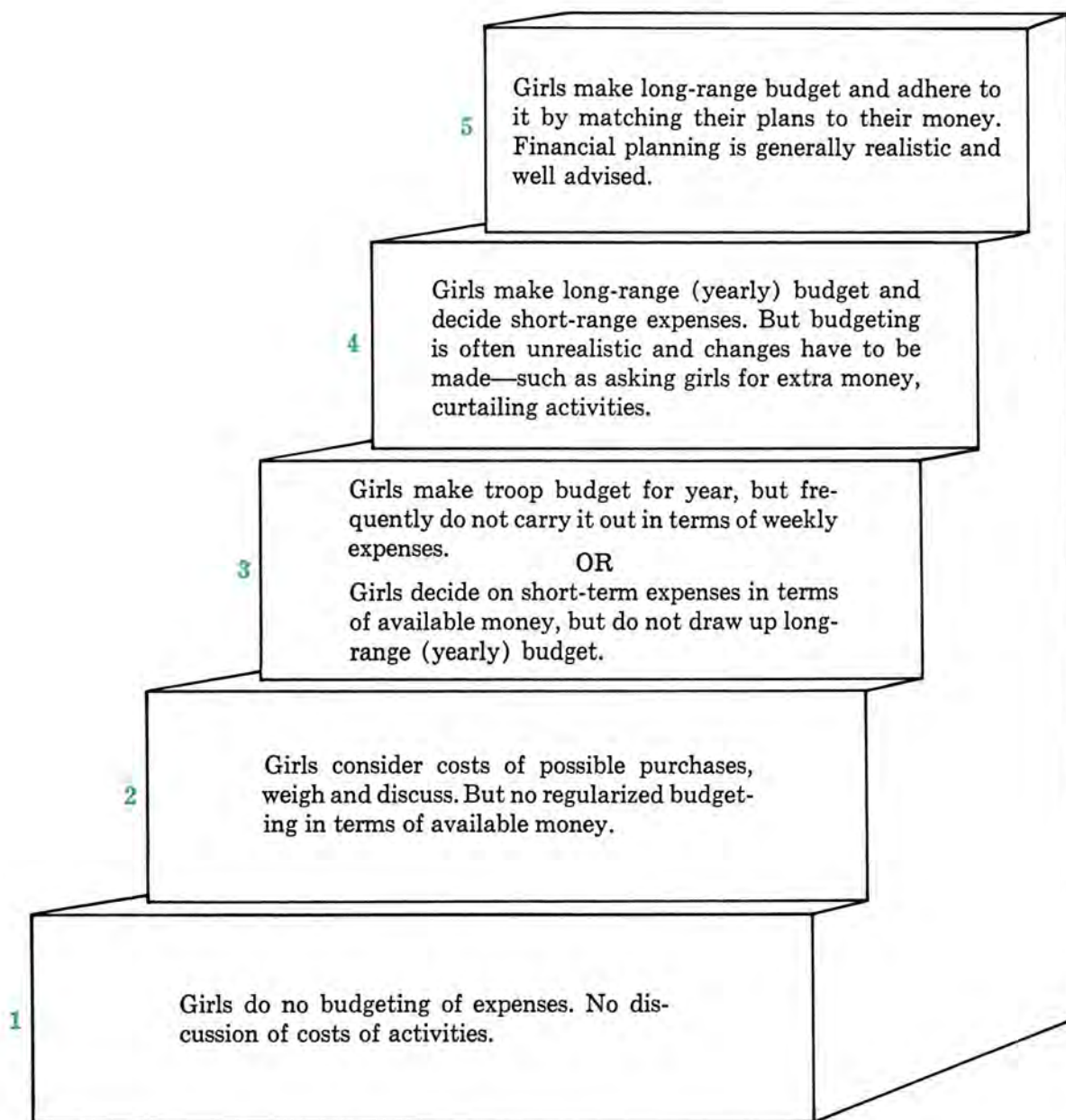
What methods have you found most useful in encouraging girls to take responsibility?

What further helps would you like to receive to help your troop progress in this area?

V—TROOP BUDGETING

GIRL-LEADER PLANNING

How does your troop function in budgeting its money? Circle the number of the step that best describes the present stage of development of your troop.



Mark a cross (x) next to the number of the step that best describes the stage of development you expect your troop to reach by the end of the year.

Considering the girls' ages and experience in Girl Scouting, do you think the troop's present position on these steps is:

- ___outstanding
 - ___good, about right, O.K.
 - ___below the level at which they should be operating
- (To be filled out at end of year.)

What methods have you found most useful in helping girls with troop budgeting?

What further helps would you like to receive in order to help your troop progress in this area?

VI—TROOP GOVERNMENT

GIRL-LEADER PLANNING

How does your troop function in terms of troop government? Circle the number of the step that best describes the present stage of development of your troop.

4
Brownie Ring functions effectively. Troop officers are either elected or appointed on a rotating basis. Short-term committees carry out responsibilities based on general directions given in Brownie Ring. Leader is still needed for guidance and help.

3
Brownies and leader plan activities together in Brownie Ring. Ideas come from girls and leader (though leader does considerable thinking ahead of time). Leader conducts discussion.

2
Leader suggests alternate activities and gives girls a choice in the Brownie Ring.

1
No formal government by girls.

By Brownie Ring

By Patrol System

5
Complete details of planning and management of troop carried on by girls in active patrol and Court of Honor meetings. Patrols from time to time carry on independent activities, with patrol leader assuming real leadership.

4
Patrols active in planning. Patrol leaders meet regularly with leader in Court of Honor for over-all planning. Leader usually chairs Court of Honor meeting.

3
Patrols elect patrol leader who carries regular responsibilities. Some planning done in patrols and Court of Honor.

2
Troop is divided into patrols for some activities but no planning is done by patrols. Activities are mainly suggested by the troop leader.

1
No formal government by girls.

Mark a cross (x) next to the number of the step that best describes the stage of development you expect your troop to reach by the end of the year.

Considering the girls' ages and experience in Girl Scouting do you think the troop's present position on these steps is:

- outstanding
- good, about right, O.K.
- below the level at which they should be operating.

(To be filled out at end of year.)

What methods, kinds of discussions, activities, etc., have you found most useful in helping troop government operate effectively?

What further helps would you like to receive in order to help your troop progress in this area?

VARIETY AND DEPTH OF TROOP ACTIVITIES

What activities has the troop done since the start of the troop year? Write brief names of troop activities in the appropriate boxes under each of the following headings.

	The Arts	The Home	The Out-of-Doors
Done short-term activities			
Learned new skills and/or information			
Carried out a planned project or event			
Taken a trip away from the meeting place			
Given service			
Participated in an intertroop or council activity (with other troop(s), in neighborhood, district, or councilwide)			

Considering the girls' ages and experience in Girl Scouting, do you think the *variety* of program activities your troop has participated in is:

- ___outstanding
- ___good, about right, O.K.
- ___below the level at which they should be operating

Considering the girls' ages and experience in Girl Scouting, do you think the *depth* to which they have pursued their program interests is:

- ___outstanding
- ___good, about right, O.K.
- ___below the level at which they should be operating

(To be filled out at end of year.)

What further helps would you like to receive in order to enrich the Girl Scout program in your troop?

SUMMARY QUESTION TO TROOP CONSULTANT

What helps will you need in order to give needed service to this leader?

PROGRAM STANDARDS

"The Girl Scout program is an informal educational program designed to help girls put into practice the fundamental principles of the Girl Scout movement as set forth in the Preamble. It is carried out in small groups with adult leadership and provides a wide range of activities developed around the interests and needs of girls."

Constitution of Girl Scouts of the U.S.A., Article III

All program is based on the Framework for Progression in the Girl Scout program which is built upon the Foundation: Promise and Laws, service, troop management, citizenship, international friendship, health and safety. This Foundation permeates all program through activities related to the arts, the home, and the out-of-doors.

These Program Standards, established by the National Organization, are guides for councils and troops in judging and improving the quality of program for girls. The standards are intended to help people do a good job by indicating practices which experience has shown to be effective. They amplify and interpret the policies in the *Blue Book*.

TROOP ACTIVITIES

A. Troop activities should be planned jointly by leaders and girls. The leaders should aim to develop increasing girl responsibility within the capacities of each age group by seeing that:

- Brownies use a simple form of government called the Brownie Ring.
- Juniors, Cadettes, and Seniors understand and use the patrol system.

B. Troop activities should be balanced to include opportunity for active and quiet pursuits, group and individual participation.

C. Troop plans should include a balance of activities in the arts, home, and out-of-doors, with special attention to reinforcement of the Foundation.

D. Troop plans should include investiture ceremonies at which a girl makes her Promise, receives her pin, and wears her uniform for the first time, and rededication ceremonies for members who are advancing to the next age level.

E. Troop camping should be planned and carried out by all Junior, Cadette, and Senior troops as part of their on-going activities, and leaders of these troops should see that:

- The girls are ready for the experience.
- Council approval is obtained.

- The camping time is sufficiently long to make it a worthwhile experience.
- The plans are made in accordance with the standards for Girl Scout camping.

F. Special consideration should be given to good health and safety practices in troop activities such as skiing, horseback riding, and waterfront.

G. "Every Girl Scout group shall respect the varying religious opinions and practices of its membership in planning and conducting activities." (*Blue Book*, Girl Scouts of the U.S.A., 1961 ed., p. 25). Special consideration should be given to this policy when:

- Choosing meeting places.
- Selecting meeting dates.
- Making group menus.
- Providing opportunities for members to attend religious services.
- Planning activities so they do not conflict with religious observances.

H. The council should provide guidance to troop leaders in developing Sign, Challenge, and badge projects, and First Class and in determining when a girl has earned the right to wear the appropriate insignia.

I. A troop leader, in deciding when a girl has completed the requirements for a Sign, Challenge, badge, or for First Class as outlined in

the appropriate *Handbook*, should base her decision on these factors:

- o High standard of performance according to the individual girl's ability.
- o Recommendations of a program consultant with regard to technical competence.
- o Demonstrated application of the girl's knowledge.

J. No Girl Scout award or recognition should be given for hours of service, since service is inherent in the Promise and Laws.

K. Troop leaders should inform parents or guardian of the objectives of Girl Scouting, the day, time, place of troop meetings, and the general type of activity included in regular troop plans.

L. Troop leaders should obtain the written consent of parents or guardian from every girl wishing to participate in an activity or outing that is held at a different place and time from the regularly scheduled troop meeting. For example: camping, community projects, hikes, horseback riding, swimming, tours.

M. Two-way bridge activities are suggested as the most effective means of showing members what lies ahead in Girl Scouting. Juniors, Cadettes, Seniors, and adults have a responsibility for providing bridge activities for girls moving to the next age level.

TROOP MEETINGS

A. Troops should meet throughout the year whenever possible, but may meet less frequently during the summer months.

B. Troop meetings should be scheduled as follows:

- o Brownie troops should meet once a week, during the daytime, for from one to two hours; Junior troops should meet once a week, during the daytime, for two hours; Cadettes may meet during the evening.
- o The time and length of Senior troop meetings should be decided by the girls, but

meetings should be held often enough to maintain continuity.

C. Troops should meet in places that provide:

- o Safe, clean, well ventilated, well heated space that is large enough for active games and small group meetings.
- o First-aid equipment.
- o Toilets with handwashing facilities.
- o Place for outdoor activity close by for Brownies and Juniors.
- o Storage space.

D. The council should make sites available to troops for outdoor activity, including camping.

TROOP ADULTS

A. Each Brownie, Junior, and Cadette troop should have a leader and an assistant leader; each Senior troop should have an adviser.

B. Troop camping and other expeditions should have a minimum of two leaders, except in the case of experienced Senior Scouts where a qualified Senior may serve as assistant leader. The over-all proportion of adults to girls for such events is as follows:

6 Brownies	one adult
8 Juniors	one adult
12 Cadettes	one adult
Seniors	one or more adults

C. The troop leader should help find members for the troop committee.

D. The leader should keep the troop committee members informed about troop plans and projects and should work with them to help the troop.

E. A member of the sponsoring group should serve on the troop committee of a sponsored troop.

F. Program consultants for troop activities

should be selected on the basis of:

- o Technical competence and ability to share specialized skills.
- o Willingness to follow Girl Scout program requirements and ways of work.
- o Willingness to cooperate with the leader in carrying out the project.

TROOP ORGANIZATION

A. Provision should be made for girls to progress from one age level to the next, and for girls to transfer from one troop to another, within or outside the council.

B. Troops should be small enough to allow for development of the individual girl but large enough to give the group experience in self-government. It is recommended that:

- o Brownie Girl Scout troops have 16-20 girls.
- o Junior Girl Scout troops have 20-32 girls, in patrols of 5-8 girls each.
- o Cadette Girl Scout troops have 24-32 girls, in patrols of 6-8 girls each.
- o Senior Girl Scout troops have 24-32 girls, in patrols of 6-8 girls each.

C. Troops should include girls from more than one school grade.

D. Credit should be given for continuity of membership and for badge requirements and other program activities (when properly recorded) to girls who have been affiliated with recognized Girl Scout/Guide movements in other countries.

PROGRAM ADMINISTRATION

Uniforms

A. The official uniform should be worn by girls and adults at any Girl Scout event. Members who do not own uniforms should wear the Girl Scout pin.

B. The uniform should be worn completely and correctly.

C. The official uniform should be worn by all

members of a troop traveling as a troop and by groups or individual girls designated to represent the organization.

Service Projects

D. Councils should see that the girls have opportunities to participate in service projects. When any project is being considered, a council should help leaders:

- o Decide on its suitability.
- o Determine its appropriateness to the age and ability of the girls.
- o Make sure that it is of educational value to the girls.
- o Secure any additional leadership necessary to train, direct, and supervise the girls.

Intertroop Activities

E. The council should encourage intertroop activities and provide opportunities for girls to meet and work with other Girl Scouts who are representative of various economic, racial, religious, and national heritage groups.

Community Events

F. In making arrangements for troops or individual girls to take part in parades, public performances, and other community events, the council should see that:

- o Written consent of each girl's parents or guardian is obtained.
- o The health and safety practices outlined in *Safety-Wise* are given special consideration.
- o A first-aid center with adequate equipment is designated.
- o A qualified first aider is assigned.
- o Arrangements are made for medical attention in case of emergency.
- o Brownies do not participate in evening events.
- o Leaders are acquainted with all arrangements for the event: arrival and departure, proper clothing, equipment needed, procedures in case of accident.
- o Procedure has been set up with the leader regarding permission for a girl to leave the group.

- o Permission to use facilities and agreements about their use are cleared in advance with owners and necessary authorities.
- o Equipment to be used is in good condition.
- o Flags will be properly displayed.
- o Proper insurance is carried.

Fund Raising

G. Troops should be financed primarily by dues from their members. Girls should engage in supplementary troop money earning only when:

- o The need for such funds is well established.
- o No more than one money-earning event a year is used for troop budget purposes (except when Seniors or Cadettes need funds for special advanced projects).
- o Troop leaders obtain permission in writing from the council before launching the money-earning project.
- o The project is suitable to the ages and abilities of the girls:

Brownies should raise money only through group projects done as part of troop activities, and not through sales by individual girls.

Juniors and Cadettes should be encouraged to earn money through such projects as a play or a dinner prepared and served to a community group.

Seniors should carry out their money-earning projects on an adult level in accordance with correct business procedures.

- o The project is part of the regular on-going troop activities which the girls have planned.
- o Each girl's participation is voluntary.
- o The girls are trained, directed, and supervised by responsible adults.
- o The troop submits a complete report on the money-earning event, including evaluation, to the council.

H. Council fund-raising campaigns should use the help of individual girls and troops only when:

- o Girls are involved in no more than one campaign each year.
- o Girl participation is limited to those who are old enough to be business-like in manner, to handle money accurately, and to understand that they are assuming partnership with adults in the raising of funds.
- o Each girl's and troop's participation is voluntary.
- o The permission of each girl's parents or guardian is obtained in writing.
- o Leaders and troop committee members are consulted in the development of council plans for fund raising by girls.
- o A percentage of the funds raised is to be allocated to troops and the exact arrangements are worked out and interpreted to leaders in advance.
- o Local ordinances related to children's fund raising are complied with.
- o The girls understand the purposes for which money is being raised and are trained in correct business procedures.
- o The girls work in pairs whenever possible, wearing their Girl Scout uniforms or pins for identification.
- o The girls (except Seniors) do not man booths in stores or public places without an adult present at all times.
- o Special care is taken to protect the girls from hazards such as the need to cross busy streets or enter strange neighborhoods.
- o The girls are not allowed to enter a house or apartment of strangers.
- o The girls are not allowed to make a direct solicitation for cash.
- o Money for goods sold is collected when the goods are delivered.
- o Girls are not given individual awards for money raised.

I. Troops should not take part in actual fund raising for other organizations. Participation of Girl Scouts in fund-raising projects for appropriate welfare organizations should be limited to service projects. The council determines which organizations are appropriate for troops to help.

Life Saving Awards

J. Life Saving awards should be given only to Girl Scouts who have performed heroic acts beyond the degree of maturity and training to be expected at their age.

- The Bronze Cross is given for saving life or attempting to save life with extraordinary risk to the candidate's own life.
- Honorable Mention is given for saving life or attempting to save life without great risk to the candidate's own life.
- Some form of recognition determined by the council may be given for acts of heroism which do not qualify the candidate for either the Bronze Cross or Honorable Mention.

K. Awards should be given for saving or attempting to save *human* life only.

L. No award should be given to a girl who has caused or contributed to the circumstances necessitating the rescue.

M. Awards should be given only to the girls who are registered members of the organization at the time of the rescue.

N. No awards should be given to adults.

Meeting Places for Large Groups

O. Places used for meetings of large groups should be:

- Acceptable to all faiths and races participating.
- Large enough to prevent crowding.
- Provided with sufficient well marked fire exits.
- Provided with adequate toilet and hand-washing facilities.
- Adequately heated, ventilated, lighted.

- Clean.
- Free from unusual hazards.

Cars and Other Vehicles

P. Public service carriers should be used whenever possible.

Q. When privately owned vehicles are used, the greatest care should be exercised to see that:

- Drivers are licensed and known to be mature and careful; special consideration is given when drivers are minors.
- Vehicles are properly licensed and inspected for safety.
- Adequate insurance is carried.
- When a bus is used, an adult other than the driver is responsible for the group.
- Vehicles are not overcrowded.

R. Adults should be informed of the council's planned procedures in case of accident.

S. Hayrides, as a part of Girl Scout program, shall be conducted only when the following safety standards are observed:

- The hauling vehicle has met the safety requirements for highway travel required by state law or county or city ordinance and displays proper identification that shows that these conditions have been met.
- The hauled vehicle is in good condition as certified by local statutes and travels only on those roads permitted by local statutes.
- The driver is of legal age, is regarded as a responsible person, and holds a currently valid permit to operate the vehicle.
- Children do not ride on the hauling vehicle.
- Adequate adult supervision is available throughout the hayride (as defined by the council or by instructions in current Girl Scout literature).

GLOSSARY OF TERMS

The word "troop" in Girl Scouting has a special meaning; and so do many other words. The definitions of words and phrases on the pages which follow will help you as you read this book, and will serve as a reference in the future.

ACTIVE ADULT GIRL SCOUT See *Membership*.

ADVISER The adult leader of a Senior Girl Scout troop.

ANNUAL MEMBERSHIP DUES The amount of one dollar paid annually to Girl Scouts of the U.S.A. for registration as one of the requirements to become a member in the Girl Scout movement.

ASSOCIATE GIRL SCOUT See *Membership*.

ASSOCIATION See *Girl Scout Association*.

BADEN-POWELL, OLAVE See *Lady Baden-Powell*.

BADEN-POWELL, ROBERT See *Lord Baden-Powell*.

BRIDGES Activities designed to emphasize the continuity of one program, to introduce girls within each age level to what lies ahead, and to give older girls a sense of personal responsibility for younger girls.

BROWNIE B's The framework for progression and balance in on-going activities at the Brownie level: "Brownie Girl Scouts join together to Be Discoverers, Be Ready Helpers, Be Friend-Makers."

BROWNIE GIRL SCOUT A member who is in the second or third grade in school; approximately 7 or 8 years old.

BROWNIE PROMISE A short version of the Girl Scout Promise, which does not require girls this age to accept laws which they do not understand.

BROWNIE REVEL An intertroop gathering special to Brownie Girl Scouts.

BROWNIE RING A "conference" circle or "talk-about" ring in which all members of the Brownie troop do planning and deciding. Troop government at the Brownie age level.

BROWNIE WINGS Gold embroidered wings on green felt worn by Juniors and Cadettes to signify previous membership in a Brownie troop.

BUDDY SYSTEM A safety practice which requires that two girls of equal ability in an activity (e.g. swimming, hiking) keep watch over each other.

CADETTE GIRL SCOUT A member who is in the seventh, eighth, or ninth grade in school or who is 12, 13, or 14 years old.

CHALLENGE PREPS Prerequisites designed to test readiness to meet a Cadette Challenge.

CHALLENGES In the Girl Scout program for Cadettes, selected real-life situations designed to test girls' abilities to use knowledge and skills in four major areas based on the Foundation: Challenge of Social Dependability, Challenge of Emergency Preparedness, Challenge of Active Citizenship, Challenge of the Girl Scout Promise.

COUNCIL A group of local men and women organized for the purpose of developing, managing, and maintaining Girl Scouting within a defined jurisdiction, under a charter issued by Girl Scouts of the U.S.A.

COUNSELOR (camp) An adult leadership staff member in a Girl Scout day or established camp.

COUNSELOR-IN-TRAINING (CIT) A Senior Girl Scout who is taking a course (called Counselor-in-Training) to learn camp counselor skills.

COURT OF AWARDS An occasion at which Junior Girl Scouts and Cadette Girl Scouts receive insignia for activities completed.

COURT OF HONOR The group within a Girl Scout troop which makes and coordinates the troop's plans based on reports from each patrol. It is composed of patrol leaders, the troop scribe, troop treasurer, and troop leader(s).

DAY CAMPING Daytime camping on a site having staff and facilities provided by a Girl Scout council. Girls from different troops camp together.

EDITH MACY TRAINING CENTER (EMTC) A national training center for Girl Scout adults, owned and operated by Girl Scouts of the U.S.A., and located near Pleasantville, New York.

EIGHT INDISPENSABLES The eight explicit elements for Senior Girl Scouts in terms of which a troop plans, balances, and evaluates its yearly calendar of activities. It includes: the Foundation (Promise and Laws, service, troop management, citizenship, international friendship, health and safety); new knowledge and skills; and vocational exploration.

ESTABLISHED CAMPING Overnight camping on a permanent site with staff and facilities provided by a Girl Scout council. Girls from different troops camp together.

ETHICAL CODE The Promise and Laws.

EXECUTIVE DIRECTOR (ED) The staff administrator of a council. Additional staff members may be employed to assist her.

FIRST CLASS The climax of Cadette Girl Scouting, achieved by earning a minimum of six Cadette badges—one each in arts, citizenship, health and safety, home, international friendship, and out-of-doors—and by successfully meeting all four Challenges.

FLY-UP CEREMONY The combined ceremony at which a Brownie Girl Scout receives Brownie Wings from her Brownie leader, and makes the Girl Scout Promise and receives the Girl Scout trefoil pin from the Junior leader.

FOUNDATION The base upon which the total program design is built; the combination of interrelated elements which give the Girl Scout program its distinctive character.

FOUNDATION ELEMENTS The interrelated aspects of the Foundation: Promise and Laws, service, troop management, citizenship, international friendship, health and safety, which permeate all program through activities related to the arts, the home, and the out-of-doors.

FOUNDER OF GIRL SCOUTING IN THE UNITED STATES OF AMERICA Juliette Gordon Low.

FRAMEWORK FOR PROGRESSION IN THE GIRL SCOUT PROGRAM The explicit structure of one Girl Scout program with four age level adaptations; the chart which outlines this structure.

GIRL GUIDE The term used instead of Girl Scout in many countries.

GIRL SCOUT ASSOCIATION All the Girl Scout volunteers working in a community, neigh-

borhood, or other geographic subdivision of the council. The association holds periodic meetings to consider matters of councilwide importance and to elect delegates to the council.

GIRL SCOUT BIRTHDAY March 12. Juliette Gordon Low started Girl Scouting in the United States of America March 12, 1912.

GIRL SCOUT EQUIPMENT AGENCY A department store, or store specializing in children's wearing apparel, selected by the National Equipment Service Department, Girl Scouts of the U.S.A., and authorized to sell Girl Scout official uniforms, camp uniforms and equipment, accessories, and publications.

GIRL SCOUT LAWS Principles of conduct to which Girl Scouts subscribe.

GIRL SCOUT MOVEMENT See *Membership and Purpose of the Girl Scout Movement*.

GIRL SCOUT PROMISE Pledge made by each girl and adult to try to live up to the ideals of Scouting. (Making the Promise is one of the requirements of membership in the Girl Scout movement. See also *Brownie Promise*.)

GIRL SCOUT WEEK Celebrated each year during the week in which March 12, the anniversary of the first Girl Scout troop meeting, occurs. Traditionally there are Seven Service days. The week includes: Girl Scout Sunday, Homemaking Day (Monday), Citizenship Day (Tuesday), Health and Safety Day (Wednesday), International Friendship Day (Thursday), The Arts Day (Friday), Out-of-Doors Day and Girl Scout Sabbath (Saturday).

GIRL SCOUTS OF THE UNITED STATES OF AMERICA The corporation chartered by the Congress of the United States of America to direct and coordinate the Girl Scout movement.

HANDBOOK A term for the manual used by each age level (i.e. *Brownie Girl Scout Handbook*, *Junior Girl Scout Handbook*, *Cadette Girl Scout Handbook*, *Senior Girl Scout Handbook*) which helps its readers understand the Girl Scout program.

INSIGNE, INSIGNIA Girl Scout official emblem, buttons, badges, pins, and other official forms of recognition that may be worn on

the uniform by registered members of the Girl Scout movement.

INTERNATIONAL POST BOX A system for interchange of correspondence with Girl Guides and Girl Scouts of other countries. An International Post Box Secretary in each country belonging to the World Association of Girl Guides and Girl Scouts provides pen-pal links. Girls must be at least 12 years old to participate.

INVESTITURE CEREMONY The ceremony in which an individual becomes a member of the movement by making the Girl Scout (or Brownie) Promise, and receives her membership pin.

JULIETTE GORDON LOW (October 31, 1860-January 17, 1927). Founder of the Girl Scout movement in the United States of America.

JULIETTE GORDON LOW BIRTHPLACE The childhood home of Juliette Gordon Low in Savannah, Georgia. Now a national program center, owned and operated by Girl Scouts of the U.S.A., visited by many Girl Scout troops and by Girl Scouts and their families, open to the public.

JULIETTE LOW WORLD FRIENDSHIP FUND A voluntary fund to which Girl Scouts throughout the United States of America contribute each year. Used to help build friendship and better understanding around the world through Girl Guiding and Girl Scouting by sponsoring international exchange projects and other activities.

JUNIOR GIRL SCOUT A member who is in the fourth, fifth, or sixth grade in school or who is 9, 10, or 11 years old.

KAPER A temporary job or responsibility.

KAPER CHART A chart showing each girl or each patrol what its job is in any given project. It provides for rotation of jobs.

LADY BADEN-POWELL The wife of the Founder of Scouting and Guiding. The World Chief Guide since 1930.

LEADER An adult member of the organization who meets regularly with a troop of girls to help them achieve the purpose of Girl Scouting. In a Senior troop, the leader is called adviser.

LEADER-IN-TRAINING (LIT) A Senior Girl Scout who is taking a course (called Leader-in-Training) to learn troop leadership skills.

LORD BADEN-POWELL Founder of the Scout and Guide movements for boys and girls. Was the World Chief Scout from 1920 until his death in 1941.

MACY See *Edith Macy Training Center*.

MAJOR INTERESTS The eight areas for troop specialization for Seniors: Arts, Community Action, Homemaker, International Friendship, Mariner, Mounted, TrailBlazer, and Wing. Each is identified by a distinctive patch and by the color of hat-cord and tie.

MEMBER COUNTRY A country in which there is a national Girl Guide or Girl Scout association belonging to the World Association of Girl Guides and Girl Scouts.

MEMBERSHIP Status of being a member of the Girl Scout movement in the United States of America. This includes: active Girl Scout member (7 through 17 years of age); active adult member; associate member (inactive adult); sustaining member. (See *Blue Book* for membership requirements.) Special service capacity for active adult members is designed to provide for those who can give some service at least annually to Girl Scouting.

MOTTO "Be prepared." A maxim adopted as a guiding principle for members.

NATIONAL COUNCIL The membership body of the corporation, Girl Scouts of the U.S.A., in meeting assembled. It includes: delegates elected by councils, members elected by the National Council itself, and members of the National Board of Directors.

NEIGHBORHOOD SERVICE TEAM See *Service Team*.

NOSEBAG A lunch, which does not need cooking, carried in a paper bag or bandana.

PARENTS' CONSENT FORM A form sent to parents of prospective Girl Scouts which girls return to the troop leader with parents' signatures, signifying their willingness for their daughter to become a Girl Scout.

PATROL A group of girls with a girl leader; 5 to 8 girls to a patrol in Junior troops, and 6 to 8 in Cadette and Senior troops.

PATROL SYSTEM The form of troop government for Junior, Cadette, and Senior troops. It is a representative form of troop government distinctive to Scouting, composed of patrols and Court of Honor.

PROFICIENCY BADGES Symbols earned by Junior and Cadette Girl Scouts indicating increased knowledge and skill in a particular subject. Badges for Juniors have green borders and those for Cadettes have yellow borders.

PROGRAM AIDE A Senior Girl Scout who is trained to give service to younger Girl Scouts and shares with them her talents, skills, and enjoyment of Girl Scouting.

PROGRAM CONSULTANT A person who shares his or her interests and special abilities with troop members, usually by working directly with girls but sometimes by advising or instructing leaders or camp staff.

PROGRAM RISERS A self-help series of guides for leaders to use to measure the growth and development of the Girl Scout troop.

PROGRAM STARTERS Suggestions for specific program activities designed to help new troops and new leaders in each age level get under way.

PURPOSE OF THE GIRL SCOUT MOVEMENT As stated in the Preamble "...inspiring girls with the highest ideals of character, conduct, patriotism, and service that they may become happy and resourceful citizens."

QUIET SIGN A traditional technique for obtaining silence at all Girl Scout meetings, made by raising the right hand. As others see a raised hand they raise theirs and become quiet until, soon, complete silence is established.

REDEDICATION The formal troop ceremony in which girls advancing to the next age level renew the commitment to the Girl Scout Promise which they made when they were invested.

ROCKWOOD NATIONAL GIRL SCOUT CAMP Year-round hostel and camping center near Washington, D.C., owned and operated by Girl Scouts of the U.S.A.

SALUTE TO THE FLAG Girl Scouts use the civilian salute made by placing the right

hand over the heart while standing at attention.

SCOUTS' OWN Special, girl planned, inspirational occasion held in troop or camps; an opportunity for girls to express their deepest feelings about their Girl Scout ideals. This is not a religious service, nor a substitute for a religious service in camp.

SENIOR GIRL SCOUT Member who is in tenth, eleventh, or twelfth grade, or who is 15, 16, or 17 years old.

SERVICE TEAM A team of volunteer workers usually composed of a chairman, one or more troop consultants, and one or more troop organizers who provide direct service to troops within a neighborhood or other geographic subdivision of the council.

SIGN, GIRL SCOUT Made by raising the right hand shoulder high, palm forward, three fingers extended, the thumb holding down the little finger (or two fingers extended for Brownie Girl Scout Sign). It is always used when the Promise is made or repeated, and may be used as a greeting when Girl Scouts and Girl Guides meet.

SIGN OF THE ARROW, SIGN OF THE STAR Insignia of achievement for Juniors, each indicating the completion of requirements reinforcing the elements of the Foundation.

SIT-UPON A lightweight pad or mat to sit upon when the ground is damp or dusty.

SLOGAN "Do a good turn daily." Emphasizes one of the means by which the purpose of Girl Scouting is carried out.

SPECIAL SERVICE CAPACITY See *Membership*.

SUSTAINING MEMBER See *Membership*.

THINKING DAY February 22, the birthday of both Lord and Lady Baden-Powell, celebrated as the day in which Girl Guides and Girl Scouts all over the world think of each other and exchange greetings.

TREFOIL The official emblem of the Girl Scout movement in the United States of America, registered in the United States Patent Office by Girl Scouts of the U.S.A. The three broad parts of the trefoil represent the three parts of the Girl Scout Promise. A similar three-part emblem identifies Girl Guiding and Girl Scouting in countries around the world.

TROOP A group of girls with adult leader(s) who voluntarily join the Girl Scout move-

ment, meet membership requirements, and use the Girl Scout program.

TROOP BIRTHDAY The month in which a troop registers with the National Organization.

TROOP CAMPING Camping over one night or longer planned and carried out by the girls and leaders of one Junior, Cadette, or Senior troop on a site operated or approved by its Girl Scout council.

TROOP COMMITTEE A group of three to six men and women who are registered with a Girl Scout troop and who help girls and leaders carry out their plans.

TROOP CONSULTANT A volunteer who provides ongoing help and advice to the troop leader. She is a member of the service team. See also *Service Team*.

TROOP ORGANIZER A volunteer who organizes troops in a neighborhood or other geographic subdivision. She is a member of the service team. See also *Service Team*.

TROOPS ON FOREIGN SOIL (TOFS) Girl Scout troops composed of girls and adults living temporarily in other countries, usually be-

cause the girls' fathers are on military, governmental, or business assignment.

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS (WAGGGS) An organization of member countries having national Girl Guide/Girl Scout associations, set up in 1928.

WORLD ASSOCIATION PIN, WORLD BADGE The membership pin of the World Association of Girl Guides and Girl Scouts, worn by all Girl Guides and Girl Scouts in member countries. There is a special World Association Pin for Brownies.

WORLD CENTERS Centers for Girl Guides and Girl Scouts owned and operated by the World Association of Girl Guides and Girl Scouts. They include: Our Ark, in London, England; Our Cabaña, near Cuernavaca, Mexico; Our Chalet, near Adelboden, Switzerland; and an Asian Center to be opened in India in 1965.

RESOURCES

A wealth of material in books, periodicals, and films will assist you in your leadership job. Several are published or distributed by Girl Scouts of the U.S.A. Others may be secured through your bookstore or public library.

GIRL SCOUT PUBLICATIONS AND AUDIO-VISUAL MATERIALS

A listing of books available from National Equipment Service, Girl Scouts of the U.S.A., is contained in the most recent issue of *Girl Scout Publications Catalog*. This is sent to each new troop leader upon registration, and periodically thereafter. The *Catalog* contains many titles related to arts, home, out-of-doors, and elements of the Foundation.

A complete listing of filmstrips, movies, and other audio-visual materials is contained in the most recent issue of the *Audio-Visual Materials Service Catalog*, which is sent to councils.

See, also, bibliography in the *Cadette Girl Scout Handbook* and the *Senior Girl Scout Handbook*.

Basic Materials

Brownie Girl Scout Handbook (Catalog No. 20-101, \$1.00)

Junior Girl Scout Handbook (Catalog No. 20-102, \$1.00)

Cadette Girl Scout Handbook (Catalog No. 20-103, \$1.00)

Senior Girl Scout Handbook (Catalog No. 20-104, \$1.00)

Troop Records and Reports (Catalog No. 21-284, \$1.60)

"Seven Through Seventeen" Series, containing 4 records, 4 filmstrips, and 4 study guides.

"This Is Girl Scouting," movie.

Periodicals

Girl Scout Leader magazine.

American Girl magazine. Also available in Braille.

American Girl Reprint Booklets: Party Guide, Food for Fun, Guide to a Prettier You, Job and Career Guide, Personality Guide, Scout-About with *American Girl*. Order from American Girl, 830 Third Avenue, New York 22, N. Y., 25 cents each.

RESOURCES (Continued)

OUTSIDE PUBLICATIONS

The following are some representative publications on child development:

Basic Human Values for Childhood Education, (Association for Childhood Education International, 3615 Wisconsin Avenue N. W., Washington 5, D. C., 1963)

Child Development by Williard C. Olson (D. C. Heath and Company, Boston, Mass., 1959)

The Child in the Educative Process by Daniel A. Prescott (McGraw-Hill Book Co., Inc., New York, N. Y., 1957)

Children's Views of Themselves edited by Margaret Rasmussen (Association for Childhood Education International, 3615 Wisconsin Avenue N. W., Washington 5, D. C., 1959)

The Child's World by Frank J. Estvan and Elizabeth W. Estvan (G. P. Putnam's Sons, New York, N. Y., 1959)

A Creative Life for Your Children by Margaret Mead (U. S. Department of Health, Education, and Welfare, Social Security Administration, Children's Bureau, Washington, D. C., 1962)

The Emerging Self in School and Home by Thomas L. Hopkins (Harper and Brothers, New York, N. Y., 1954)

Learning More about Learning edited by Alexander Frazier (Association for Supervision and Curriculum Development, 1201 Sixteenth Street N. W., Washington 5, D. C., 1959)

The Widening World of Childhood by Lois Barclay Murphy and Associates (Basic Books Inc., 59 Fourth Avenue, New York, N. Y., 1962)

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Material for the *Leader Notebook* was developed by many people, particularly members of the Program Department.

Girl Scouts of the U.S.A. wishes to thank those people across the country who have contributed ideas and critical review. Members of councils including leaders, trainers, and others; members of the National Program Committee, National Board, and national staff; have given graciously of their time, effort, and knowledge.

girls (from Juniors on) organize to manage troop and camp activities. Even after girls become skilled in troop management, the leader stands by to keep a “weather eye” on things, and helps to introduce girls to new experiences, giving them a chance to develop their capabilities in more advanced situations.

for Cadettes

Lasting Values

Experience in taking major role in planning and carrying out activities, with adults giving guidance to the degree needed.

Practical experience in using representative form of government, election of girl leaders.

Learning not only majority rule but also respect for opinions of minority — how to accommodate all ideas in reaching consensus.

Development of leadership skills; ability to think and plan ahead, coordinate plans, delegate jobs, assume increased responsibility.

Practice in budgeting, planning in relation to cost, determining means of acquiring needed funds.

for Seniors

Experience in planning and carrying out projects, knowing when adult support and special skills are needed.

Ability to plan imaginatively, realistically.

Appreciation of democratic methods of decision-making.

Development of leadership skills of each girl; understanding of importance of being an intelligent follower.

Skill in money management through making budget, keeping records, accounting for funds, carrying out money-earning projects.

Preparation for home management.

Ways of Reinforcing Values

Give girls increased responsibility in all phases of troop management.

Elect officers, patrol leaders, and assistants usually for a year.

Have girls use Challenges to test their ability to plan and organize. Prepare for Challenges in small groups to give every girl opportunity for some leadership.

Help girls see how troop management skills relate to opportunities beyond the troop and beyond the Girl Scout organization.

Let girls occasionally learn through minor mistakes when you and they disagree on their readiness and there is no serious health or safety hazard involved.

Project troop plans and budget for a full year, using the steps in planning in the *Handbook*.

Expect girls to take responsibility for planning and executing plans, with guidance from adviser.

Guide girls in making plans based on facts, evaluation of past experiences, opinions of consultants.

Encourage initiation of new ideas for troop, council, community.

Carry out long-term planning, budgeting and money-earning projects to finance major undertakings.

Provide opportunities for girls to plan in larger groups—Senior planning boards, Senior conferences, coed groups, interagency efforts.

Discuss responsibility for wise use of funds; your own and public monies.

Use the Inventory of Eight Indispensables in the *Handbook*.

CITIZENSHIP

A FOUNDATION ELEMENT

Citizenship, in its broadest sense, is basic to the total Girl Scout program.

It involves self-development as well as relationships with others; an appreciation of community and country; and participation in the responsibilities of democratic decision-making.

It is concerned with appreciation of the worth of individuals, the rights and responsibilities of self and others, and the understanding and respect for other ways of life and other cultures.

Girl Scouting aims to help girls broaden their interests and

for Brownies

Lasting Value:

Beginning pride and joy in traditions, symbols, holidays of our country.

Getting along with others; making decisions on the basis of what is good for others as well as self.

Respect for law and property and the rights of others.

Beginning awareness of neighborhood and community.

for Juniors

Pride in our country and its heritage, understanding of its basic ideals.

Convictions about right and wrong; respect of others' rights to their beliefs.

Development of talents to be prepared to give useful service to others; understanding of importance of serving others.

Understanding and practice of democratic methods in working with others.

Respect for law, property, rules of the group.

Knowledge of home community; sense of involvement in the community.

Ways of Reinforcing Values

Include flag ceremonies and other ceremonies to develop a sense of patriotism.

Use Brownie B's—Be Friend-Makers and Be Ready Helpers—to help Brownies realize the worth of every individual.

Interpret the importance of following rules made by the troop; support home and school rules. Help Brownies see the relationship between being good troop members and being good citizens.

Take trips to places of interest to extend knowledge of the community. Be Discoverers.

Begin tradition that a Girl Scout always leaves a place in better condition than she found it.

Be a good citizen yourself; example of the leader can say more than words.

Have girls participate in planning ceremonies using patriotic songs or readings.

Use patrol system to develop democratic skills and illustrate representative government at work: voting for patrol leaders and officers gives opportunity to consider leadership qualifications, understand election procedures; serving in office develops leadership, concept of being representative and not "boss."

Earn badges relating to citizenship; use Sign of Arrow and Sign of Star for understanding of country's symbols, awareness of community.

Point out regard for public property and rights of others on trips and hikes and in camp.

talents; to clarify their ideals; and to develop a strong and coherent system of values. It encourages them to become well informed and able to think for themselves, to learn to make intelligent choices based on fact. Through experiences in Girl Scouting they should learn to express their ideas, ideals, and convictions; to take part in group discussion and deliberation; to use reason to reach desirable consensus or compromise; to accept group decisions and to work to carry them out.

Citizenship training should also include participation in community affairs and appreciation of the importance of service and of each individual's contribution. Girls should gain an understanding of the broad concepts of economics, democracy, and justice as practiced in our country and in other countries of the world.

for Cadettes

Lasting Values

Knowledge of and pride in country; growing understanding of our heritage, workings of a democracy, role of the United States of America in the world.

Personal integrity and respect for all human beings; underlying good will and give and take of ideas.

Practice in making decisions after getting information and hearing all sides of questions, willingness to stand for own convictions, acceptance of decision of majority while respecting rights of minority.

Recognition that responsibility of keeping informed on current topics and being a good member of home community goes along with rights and privileges of citizenship.

for Seniors

Feelings of responsibility to community, state, and nation; understanding of the United States of America in relation to the rest of the world.

Personal commitment to ideals and to action embodying those ideals.

Personal integrity; good human relationships; practice of democratic ways of work.

Keeping informed on public affairs and learning to think critically and constructively.

Awareness that citizenship in a democracy includes responsibilities as well as rights.

Ways of Reinforcing Values

Develop meaningful ceremonies to offer an outlet for expression of love of country.

Choose community service projects that let girls see the constructive results of effort.

Use troop government as democracy in action.

Help girls recognize citizenship activities and point out how they prepare girls for adult citizenship.

Point out relevance of all Challenges, particularly Challenge of Active Citizenship.

Make use of trips to alert girls to both desirable and undesirable community conditions as basis for developing awareness, concern, and plans for action.

Use ceremonies and/or events in recognition of national holidays as a means of strengthening beliefs.

Initiate and participate in projects such as conservation at camp site, coed projects, interagency work for community betterment.

Participate in International Aide training as means of developing ability to interpret values of the United States of America to others.

Relate learnings from other Service Aide projects to the services a community provides for its members.

Participate in worthwhile community projects, adviser giving guidance in interpreting the Girl Scout policy on political and legislative activity, where needed.

Use the Inventory of Eight Indispensables in the *Handbook*.

INTERNATIONAL FRIENDSHIP

A FOUNDATION ELEMENT

International friendship starts at home, with appreciation of the richness and diversity of one's own community which reflects contributions from many cultures.

It develops through such activities as: getting to know people of different nationalities, races, and religions; learning about the daily activities of girls' contemporaries in other countries; using everyday phrases in other languages; meeting and giving service to visitors; international service projects.

for Brownies

Lasting Values

Recognition of likenesses and appreciation of differences in all human beings, particularly children.

Development of interest in and concern for others; extension of kindness, consideration, and involvement beyond immediate circle.

Kinship with children around the world.

for Juniors

Belief in friendship among individuals in different countries.

Patriotism and good citizenship as a basis for understanding and appreciating other peoples and other countries.

Knowledge and appreciation of other ways of living through customs brought here by people from other lands.

Awareness of common bonds of girls throughout the world.

Ways of Reinforcing Values

Have Brownies explore own community for international flavors.

Help girls take pride in own ancestry—appreciation of foreign languages spoken at home. Share with troop.

Play games of other countries. Try songs and dances, stories and dramatics, crafts, costumes, festivals, and foods from other lands. Celebrate holidays of Brownies in the World Association of Girl Guides and Girl Scouts.

Use "World Treasure Chest" and "Magic Door into Other Lands" in the *Handbook* to provide international experiences.

Teach meaning behind international service projects, Thinking Day, Juliette Low World Friendship Fund, World Association pin for Brownies.

Interpret the Girl Scout Law, "...a friend to all and a sister to every other Girl Scout" as applying everywhere. Point out the common bonds of WAGGGS: Promise and Laws, flag, emblem, pins, international centers.

Have intertroop activities; expand to include troops from different neighborhoods.

Do service projects that help welcome newcomers to community; participate in international service projects.

Learn about cultures of other people by visiting libraries and museums, attending plays and concerts, making things, and reading.

Dramatize international friendship through Thinking Day celebration, Scouts' Own ceremonies with international themes, international project built around the Juliette Low World Friendship Fund.

It culminates, for some Seniors, in opportunities to attend events in which girls from other countries are included; to attend gatherings at centers of the World Association of Girl Guides and Girl Scouts; to live and work with families in other countries; to take part in special events in other countries.

For every girl, international friendship increases knowledge and understanding, and helps her to "be prepared" for life on a shrinking globe, in an expanding universe.

for Cadettes

Lasting Values

Understanding of self as a basis for understanding others.

Continued development of open-mindedness toward the unfamiliar; readiness to appreciate different ways of thought and action.

Growing understanding of social and cultural heritage of the United States of America and the contributions of its various national groups.

Attitudes of friendship toward individual human beings apart from where they live or the state of development of their country.

Appreciation of common interests of young people everywhere with concern for welfare of others.

for Seniors

Understanding and appreciation of the theory and practice of democracy in the United States of America — government based on consent of the governed — and of what constitutes our way of life, as a basis of an understanding of other countries and of the place of our country in the world.

Necessity for knowledge, in addition to good will, as a basis for international understanding and friendship.

Development of concern for all fellow human beings. Helping to make a better world helps each individual who lives in it.

Ways of Reinforcing Values

Promote pen pals with the girls of other nations or with girls in other parts of the United States of America.

Help girls know others different from themselves.

Encourage Cadettes to teach younger Scouts about WAGGGS and the Juliette Low World Friendship Fund.

Entertain guests from other countries and other parts of the United States of America. Hostess these guests in troops and camps.

Give service through international relief agencies.

Earn badges related to international friendship.

Learn about national and international opportunities offered by Girl Scouts of the U.S.A., WAGGGS, and other organizations.

Participate with other agencies in community, intercultural, international activities and service.

Use International Friendship major interest projects and International Aide training.

Encourage proficiency in conversing in other languages.

Have troop serve as hostess to foreign visitors.

Learn responsibilities of being good ambassadors of the United States of America in contacts with people from other countries.

Help younger Girl Scouts with international friendship projects.

Use the Inventory of Eight Indispensables in the *Handbook*.

HEALTH AND SAFETY

A FOUNDATION ELEMENT

Program in troops and camps should strengthen health and safety teachings of the home and school. You teach and discuss the why and how of doing things correctly, pointing out that doing things the right way helps to prevent injury to self and others. Always set an example that girls can follow.

Safe practices related to an activity should be learned along with the activity. Use progression that offers a variety of situations in which to practice skills and apply knowledge. These

for Brownies

Lasting Values

Practice of safe and healthful conduct in every activity.

Experience in making safety rules.

Discipline of immediate obedience in emergencies.

Building of good health and safety habits.

Responsibility of conducting self so as not to endanger others.

for Juniors

Positive attitudes toward health and safety.

Increasing responsibility for taking care of self and others; learning correct way of doing things; commitment to good safety practices in all activities.

Attention to safety and sanitation of all facilities at meeting place, camp, home.

Obedience to orders in emergency situations.

Ways of Reinforcing Values

Use the "Health and Safety Brownie" (see *Handbook*) as a beginning step in showing the importance and benefits of safe and healthful conduct.

Interpret Brownies' responsibility for their own health—cleanliness, sleep, proper food, appropriate clothing.

Train girls to report accidents to leader immediately; see that first aid is given by a qualified adult; explain about proper care for blisters, scratches, minor burns.

Discuss contents of troop first aid kit and have girls help assemble it.

Teach safe conduct on hikes, in bus or car, playing games; safe use of tools such as scissors and knives; safety around fires and other places of possible danger.

Stress home safety practices such as picking up toys and learning how to use emergency phone numbers for police, fire, doctor.

Motivate girls to earn badges emphasizing health and safety.

Practice health and safety relating to all activities, such as handling equipment and tools, conduct on trips.

Give opportunity for learning nutrition when planning menus and troop snacks.

Provide instruction in simple first aid skills.

situations should give girls an increasing share of responsibility for their health and safety, and make them better qualified for newer and wider experiences.

Group understanding and group self-control should be developed to the extent that girls will respond immediately should you have to give an order affecting safety. Ultimate responsibility remains with the leader. Abide by health and safety practices outlined in *Safety-Wise* and interpret them to the girls.

for Cadettes

for Seniors

Lasting Values

Positive attitudes toward health and safety.

Increased self-reliance, attention to self-development, and personal appearance.

Appropriate responsibility for young children and others.

Skill in first aid.

Acceptance of self, understanding of self and others, good relationships with others.

Beginning of career exploration in health and safety.

Positive attitudes toward health and safety.

Responsibility for own health, well-being, and safety; responsibility for health and safety of others extending beyond the home to community.

Preparation for handling some emergencies.

Continued growth in understanding of self and others.

Career exploration in health and safety.

Ways of Reinforcing Values

Help girls take responsibility with adult guidance, for health and safety in terms of interests (child care, trips, appearance) and for troop meeting place and camp sites.

Discover, understand, and apply good health and safety practices in all badges.

Emphasize health and safety aspects of Challenges.

Provide opportunity for girls to work on Junior Red Cross First Aid and Junior Life Saving training.

Learn procedures for evacuating a building or camp site.

Expect girls to observe health and safety practices.

Encourage girls to consider Senior Aide projects related to health and safety.

Examine and learn the unique health and safety factors in major interest troops and patrols.

Participate in Community Action projects which will broaden knowledge of health and safety.

Participate in specialized training such as Red Cross Life Saving, Standard First Aid, Advanced First Aid.

Stress safety in cars and in boats; health practices while traveling.

Emphasize importance of good nutrition for girls of this age.

Use the Inventory of Eight Indispensables in the *Handbook*.

CHAPTER 5

ACTIVITIES IN THE ARTS, HOME, AND OUT-OF-DOORS

You have seen the basic framework on which the Girl Scout program is built. You have also seen that this framework is based on the Foundation: Promise and Laws, service, troop management, citizenship, international friendship, health and safety. The charts on each of these Foundation elements contain many ideas on how to implant and reinforce the values of Girl Scouting.

Values will come through to the girls in your troop by means of activities in the arts, the home, and the out-of-doors. Fun and achievement have always appealed to girls, and your troop is no exception.

While girls are engaged in interesting activities they can learn how to function in a democratic manner, live the Promise and Laws, practice health and safety, develop an understanding of citizenship and friendship with peoples of the world, and give significant service. You, as the leader, are concerned with what is happening to girls as a group and as individuals as they carry out activities.

Activities should:

- o Suit the mental, emotional, physical, and social development of girls.
- o Help girls to increase their skills and knowledge.
- o Keep pace with what girls are learning in school and elsewhere.
- o Provide opportunities for girls to plan and to assume responsibilities.
- o Strengthen and give meaning to the Girl Scout Promise and Laws.

THE ARTS

Have you ever watched a child drawing a picture, absorbed, pleased, and happy with her accomplishments? Have you ever seen the delight and the joy in the faces of a group of girls as they hear the harmony of their own voices singing a part song or a round? Have you noticed the satisfaction that comes from reading a good book, hearing a lovely poem, listening to a symphony, watching a drama, seeing a fine piece of sculpture?

This inner satisfaction is one of the great benefits of working with and appreciating the arts. Activities in the arts can help girls gain an awareness of beauty, develop their appreciation, and express themselves creatively. Through experience in troops and camps, girls will grow in their ability to use various materials and techniques and to acquire skills according to their individual abilities.

As a leader, become aware of what art activities are being done in your community—what the museums offer, what is being done by music and dramatic groups, and what special classes are being conducted. Find out what is being done in the schools your girls attend in music, painting, dramat-

ics. In this way you can capitalize and build on what is already available. Art activities in Girl Scouting can provide time for free expression, exploration, experimentation, or depth study of a previously awakened interest.

Girls can explore and work in many media: one time working with clay; another time learning a folk song; still another, dramatizing a poem. The activities can be spontaneous and informal such as sketching in charcoal taken from the campfire, or elaborately planned such as the production and performance of an operetta.

Whatever the activities or whatever the stage of development, girls need reassurance from adults. When they can create something that satisfies them, and when you give them encouragement, they can go on to try new forms of activities in the arts.

Not every girl can become a professional writer or painter or performer. However, we can hope that the inner lives of all girls who engage in creative art activities will be touched; and that, through these activities, girls will develop a greater understanding

and awareness of beauty in the world in which they live.

Promoting Quality in the Arts

You need not be accomplished in the arts in order to have good quality arts in your troop. Here are some of the things you can do.

1. Cultivate your own interest in the arts and the values they provide. Share your interest and enthusiasm with the girls.

2. Become aware of the opportunities in your community and encourage the girls to participate in them: visit museums, attend concerts, and plays, make good use of community libraries.

3. Be willing to learn along with the girls.

4. Look for consultants to help in the arts. Contact your council for suggestions.

5. Keep up with the arts resources suggested below.

6. Help girls extend their interest and understanding of the world of nature and of man and provide opportunities for them to express these ideas through art media.

Arts Activities

The arts, in Girl Scouting, include the visual arts, literature, and the performing arts. The list of possible activities is endless. Because of space limitations, only some of the many good arts activities could be included in the *Handbooks*. Additional ideas can be found in *Leader* and *American Girl* magazine articles, in books, filmstrips and motion pictures listed in the bibliographies in the *Cadette Handbook* and *Senior Handbook* and in the "Just What You Wanted" column of the *Leader*.

VISUAL ARTS

Visual arts, as the name indicates, refers to the vast area of expression which appeals primarily to the sight. It involves color and design and form. Girls may paint with brushes or sketch with pastels. They may use some of the many forms of graphic arts such as linoleum and wood cuts, silk screen, and lithography. Some girls will enjoy creating pictures out of pieces of paper or leather or cloth, aided by a tube of paste or a needle and thread.

Other areas in the visual arts include ceramics and pottery, sculpture, and weav-

ing. A girl might make an object of beauty and utility such as a vase or a bowl; or she might create just for enjoyment and practice. (Whittling twig animals, sketching landscapes, or creating figures in modeling clay.) Art can be applied to many media: leather, glass, plastics, fabric. Girls should have opportunity to work with a number of different media—a wide exposure to many possibilities—so that they will have a broad reference base on which to build as they grow older.

It is important that the design be the girl's own, that she express herself freely rather than copying the work of others. It is important, also, that the girl experience the whole process when making an article and that predesigned or partially finished projects be eliminated.

LITERATURE

Literature has endless possibilities: to read, to enjoy, to study, to use in conjunction with other arts. It broadens a girl's horizons. It includes creative writing and storytelling; prose, fiction, poetry, drama, essay, biography; and so forth. Young girls often like to compose a poem or story as a group. Individuals or groups should be encouraged to write original words for ceremonies, informal dramatics, or for the joy of writing.

PERFORMING ARTS

The performing arts may involve music, drama, dancing, or any combination of these. Young children enjoy singing simple melodies in unison. Later, they may branch out to rounds and part songs, depending on their abilities. Some girls may form a vocal or instrumental ensemble. Others might make simple musical instruments, learn to play folk songs. Cultivating an appreciation for both contemporary music and the classics should be a part of every girl's experience.

Drama can range from simple acting out of scenes to formal dramatic productions. Girls enjoy improvisation, beginning with imaginative story playing based on make-believe situations or real life incidents. Girls also like to dramatize stories, history, legend, sometimes just for their own pleasure, and sometimes for an audience. Creative play-making can be worked out so as to be good enough for an invited audience. Girls may even write an original play, do the casting

and directing, and present it before an audience.

Drama is often combined with music through opera, dramatized ballads, mood music. It is combined with literature through storytelling, choral speech, play reading. Often girls can enhance their dramatic efforts through combination with other forms of art such as puppetry, marionettes, and shadow-graph.

Activities in the dance could be the free expression of Brownie Scouts responding to an idea or a rhythm; Juniors doing a country square dance or a folk dance from another country; Cadettes learning a modern interpretive dance; or Seniors practicing social ballroom dancing. Dancing is usually done just for the pleasure it brings, giving girls an opportunity to participate and gain in grace and skill through practice. Older girls may want to work toward perfecting techniques and doing exhibition dancing. The dance is very closely related to music and it is often combined with dramatics.

Progression in The Arts

Art cannot be catalogued by age! So much depends on the girl's own ability, her previous exposure to the arts, and the activities at home and at school. A girl might be quite advanced in reading ability, able to understand and enjoy books on an adult level, yet be physically awkward in dancing. Another might be quite adept at improvising a harmony, yet be shy and fearful about sketching.

What happens to a girl in any phase of her life, will become part of her as she moves to the next age level. The young Brownie, delighted at being a dancing wave aided only by a billowy scarf, might later spark her Junior Girl Scout patrol's ideas for simple costumes, or write the poetry for a Cadette ceremony, or perform a ballet number in a Senior Girl Scout production. The fantasy and the freedom of the Brownie's expression can lead to almost anywhere in the arts.

Appreciation of the Arts

Appreciation and enjoyment of the arts can, and should be, within the realm of all individuals. Even in the limited time of a Girl Scout meeting you can, by your actions and attitude, awaken this appreciation for

lovely things among the girls. Of course, a great deal depends on what the girl is accustomed to in her home and the feeling of her parents toward the arts. No matter how small the beginning, however, a girl's outlook and appreciation may be broadened with each new set of experiences. You as leader can help girls by keeping a fresh interest in the arts yourself. As your interest broadens with that of the girls, vary your approach to the arts.

In addition to visits to museums and exhibits, you might consider some carefully planned trips to shops specializing in books, musical instruments, paintings, or ceramics. Arrangements might be made to have someone talk to the girls, explaining objects of interest. Later on at a troop meeting you can discuss what you have seen.

Books are means to appreciation of all forms of the arts. Perhaps each month someone could bring in a book on art, music, poetry, or a beautifully illustrated classic, tell about it, read a selection from it, and show it to the troop. Those the girls like could be entered in a notebook for future reference—either to borrow from a library, or, if the troop wants to own them, to be considered when the troop makes its budget.

Love of nature and sensitivity to art values are very closely related. Appreciation of one enhances appreciation of the other. Girls often enjoy nature walks on which there is time to sketch, to photograph, or to gather materials for art projects. A few sessions on flower arranging could be combined with discussion of balance and composition, painting of still life, or photographing flowers.

Exhibits and Displays

Just as girls share music, dramatics, and dancing through performance before an audience, so they can share the visual arts through exhibits. These can be the display of actual art works by the girls, or the art medium can be used to display, in an attractive manner, any project on which the troop is working.

A simple exhibit of work in progress or a bulletin board at troop meetings is good practical experience for girls. In planning an attractive exhibit, girls will have to consider spacing, color, variety, and many other art principles. These decisions and art judg-

ments are within the aesthetic appreciation of even young children. With guidance, they can become more meaningful.

Girls should have some opportunity during the troop year or the camp session to have their work exhibited within the troop. They will need help on mounting or framing their work, labeling, and giving titles of paintings or photographs or sculptures. Matting and mounting of work is essential if the exhibit is to be open to those outside the troop.

Girls with special or unusual talent should be encouraged to seek further guidance in the arts. Art contests or competitions are not advisable, especially for younger girls. Discouragement and frustration on the part of the "losers" and false concepts of talent on the part of the "winners" too often results. If there is a communitywide art exhibit, or a state or national request for art objects, let girls participate on a voluntary basis. If only a limited number of entries can be submitted, have the girls share in choosing the ones to be sent from their troop.

The arts, in the Girl Scout program, are for the enjoyment and personal development

of each individual. What a girl can do, and what she can contribute, is a purely individual matter. Time cannot be used as a measure in the arts. One girl may pick up a tune or a dance in no time at all, and be able to do it infinitely better than another who spends hours and hours of practice. One youngster may dash off a painting in crude, bold splashes of color, while another may spend weeks improving and perfecting. Art activities in Girl Scouting should not be "finish in a half hour" projects. They should be the opening of new doors to new interests.

The chart on the following pages shows some examples of arts activities and makes some suggestions on motivating and developing girls in the four age levels. With this as a starting point, you can judge where to begin with your particular group of girls.

Good arts activities should give each girl opportunity to:

- o Express herself creatively.
- o Develop her taste and appreciation.
- o Learn skills leading to lasting interests and vocations.

ACTIVITIES IN THE ARTS

	BROWNIE	JUNIOR
MOTIVATION	<p>Brownies need physical expression. They paint and draw with large, bold strokes, and they dance and act with gusto. Expect them to exaggerate whatever seems real to them, and to disregard that which seems unimportant.</p> <p>Let girls of this age use their interest in fantasy and their vivid imaginations as they dramatize a song or create a painting.</p>	<p>Juniors are ready to learn to use tools and are interested in experimenting and working with new materials. Because they are becoming interested in other people's ideas, you can introduce a wider range of activities and encourage higher standards.</p> <p>Discourage any tendency to copy the work of others or to memorize prepared skits.</p>
SAMPLES	<p>All those in the <i>Brownie Handbook</i>. Emphasize painting and experiments with color, use of brush. Appliqué designs on cloth, building with cardboard boxes and wood, scrap material sculpture. Rhythm instruments, singing games, interpretive dancing. Add to music repertory in simple tuneful songs, imaginative storyplaying.</p>	<p>All those in the <i>Junior Handbook</i>. Forms of sculpture, wire, wood, mobiles. Variety in prints, two and three color stencils, felt pens, colored paper collage; weaving on cardboard loom, rug hooking, glass etching, mosaics from seeds and pebbles. Puppets and marionettes in cloth. Variety of rhythm instruments, part singing, authentic folk dances, pantomime and skits, scenes from plays.</p>
DEVELOPMENT	<p>Give girls plenty of space and large materials. Use simple, bright colors. Use their interest in the fanciful to develop creative expression.</p> <p>Encourage good singing habits among the children, songs pitched high enough for young voices.</p> <p>Stress enjoyment of arts activities and sharing with friends and family rather than playing to an audience.</p>	<p>Allow freedom of expression but work toward development of careful work standards. Encourage girls to experiment.</p> <p>Put girls' reading ability to work by having patrol groups scan the <i>Handbook</i> for art suggestions.</p> <p>Use girls' interest in the home and out-of-doors; making something for home, adapting designs from nature.</p>

CADETTE

Cadettes need a wide variety of interests for mental stimulation. Their work often reflects increased competence and interest in self-improvement.

Art activities which require skill will appeal to Cadettes, as will knowledge and history of the arts. Girls are trying hard to develop an adult viewpoint.

Linoleum block prints, stressing greater technical ability and mastery of tools.

Working at arts for adornment of the home—pottery, jewelry, creative embroidery. Staging of marionette plays.

Song leading and continued building of repertory; developing standards in music. Learning how to teach dances; choosing appropriate dances for various occasions.

Poetry in dramatic presentations and ceremonies; marionettes and puppets for service and money-earning projects.

Encourage girls to use art principles in decorating their own rooms or in making personal articles or gifts.

Incorporate music, visual arts, and drama into service activities.

Develop girl leadership among girls with special abilities in the arts.

Include attendance at the theater, concerts, and art shows in troop planning.

SENIOR

Seniors are ready for increased responsibility, for organizing, interpreting, and planning. They will be interested in the arts as vocational and avocational pursuits.

Girls in this age level may be serious about art standards. Interests may increase during these years and lasting avocations may develop. Girls are ready to develop appreciation of various forms of art.

All arts in *Senior Handbook* plus designing wardrobes, rooms, homes, advanced printing techniques such as silk screen, dry point etching, serious study in painting and sculpture, weaving, photography. Working out drama productions complete with stage and sets, costumes. Advanced appreciation in all the arts. Work with choral pieces, musical ensembles.

Adapt art activities for use in Program Aide, Museum Aide, Library Aide, and other services.

Use the arts in relation to major interest troop, or major interest patrol in arts.

Help girls to discover and use outside resources—books, films, field trips, concerts, plays.

Relate art interests to home, career, personal appearance.

THE HOME

Every girl is destined to be, in some degree, a homemaker, whether for herself or for her family. Therefore, homemaking activities in the Girl Scout program have a direct transfer to and from daily life.

Here are some pointers to help you interpret home activities no matter where or how they appear in your work with girls.

1. To girls, everyday adult things such as cooking or deciding the color of kitchen curtains may be new, exciting discoveries. Treat these activities with the same fresh spirit as you would a newly found interest of your own.
2. Gear home activities to what girls need now and in the future, not to past and present experiences of adults. Just as your mother, raised to use a scrubbing board and bucket, could not have told you as a girl about miracle fabrics or electronic cooking, some of your present experiences may be out of date in a short time. Help girls seek and appreciate what is of timeless value. For example, not just the details of how to operate X model stove, but the qualities to look for in any appliance to cook food. Not just balancing the budget to fit today's prices, but recognizing that an individual's values determine her choice of what to buy. Not just making a sit-upon, but through that, learning stitches which can serve many purposes.
3. Through choice of activities, help girls develop permanent values to live by now and to pass on to their own children later. In a grooming activity, how much better to accent the girl herself, her radiance, sound nutrition, and sufficient sleep than to stress temporary fads.
4. Progress from short-term, concrete activities to intangible concepts as girls mature. The game, "Scouting Around the Kitchen," in which Brownies identify kitchen tools, is short and simple, but it sets a basis for development of social dependability in the Cadette. One way to assess a girl's understanding is to have her teach the activity; for if she can demonstrate or explain to someone else, then she has surely enough understanding of it to be able to progress to the next step.

5. Direct your leadership of home activities to fit the girls' real needs not to what might be considered "ideal" by some. A table setting project for Juniors should encompass wise use of the things girls have in their homes and fit their families' meal patterns — whether it be simple utensils and one dish meals, or crystal and sterling and seven-course dinners.
6. Encourage a balance of different home activities, helping girls see the interrelationship of one to another rather than stressing isolated skills. Making a home is much more than cooking and sewing. It is managing time, balancing budgets, caring for young children, and many other things in the course of a day. What girls learn should be blended into a total home management concept.
7. Relate home activities to the arts, out-of-doors, and elements of the Foundation.

RELATE

Indoor cooking	Outdoor cooking
Housekeeping	Camp living
Home furnishing	Art principles
Money management	Troop financing
Family relations	Promise and Laws

TO

8. Supplement school opportunities, providing enjoyment and learning about the home beyond the girl's own experience. Although homemaking is offered in many schools it is not always required; and less than 50 per cent of the girls of junior and senior high school age have home economics in school at any one time.
9. Work with parents both within the troop setting and when girls carry out projects in homes. Be sure the hostess knows the plans, what to expect, and what is expected of her. Be sensitive to the fact that individuals have ways of doing things based on traditional patterns in families. Help girls gain an appreciation of cultural differences in the home.
10. Recognize your own capabilities and your limitations. Know where to find outside help. For further information see "Home Activities Resource Chart."

The chart, "Activities in the Home," which follows can serve as a guide for planning with girls. Remember that it is only a starting point to be stretched and modified as needed; for girls do not grow by neat, regular stages.

ACTIVITIES IN THE HOME

BROWNIES

JUNIOR

MOTIVATION

Brownies are very spontaneous! Capitalize on this when their curiosity is aroused, for example, when they ask why one bread differs from others. Ask guiding questions, and follow up by ideas on things to do—visit a bakery, sample several kinds of bread and rolls. Capitalize, also, on the large part the home plays in a Brownie's world, asking girls how they help at home, introducing a kitchen tool.

Girls of Junior age are interested in building their skills. Even though action is emphasized in troop activities, work toward a balance and the beginnings of unified concept of the home. Girls can see their own roles at home and themselves as individuals.

Encourage girls to share ideas, use outside resources, dramatize home activities to motivate further interest, and move to service projects outside the troop.

GUIDES FOR SELECTION

1. Short, concrete projects emphasizing the Promise and Brownie B's.
2. Appropriate adult guidance at all times, special permission for activities outside troop, in private homes.
3. Planning *with* girls as a group, not for them.
4. Activities to serve as a basis for progression, and to stimulate further curiosity.
5. Balance — guided by suggestions in *Handbook*: family activities, foods, caring for clothing, simple housekeeping helps, managing self.

1. Short-term tangible projects and skills which help foster good attitudes about human relations and family life.
2. Close adult help but increasing opportunity for initiative from girls.
3. Activities to contribute toward progression as each girl develops.
4. Balance of activities, including:
 - family relations, care of younger children, responsibility for self.
 - cooking, shopping, menus, serving.
 - grooming, personal and clothing care, sewing, ironing, simple laundering.
 - home care, safety, storage, simple carpentry, and maintenance.
 - budgeting, time management, kaper charts.

DEVELOPMENT

Be sensitive to girls' spontaneity and curiosity about the home.

Use their desire to help and to take home what they learn, starting the transfer of home activities into everyday life at home.

Show how beginning skills are related to each other to make a home.

Use the *Handbook with* the girls. Follow the guides above in planning and carrying out specific activities.

Recognize girls' individual levels of physical, mental, and social development.

Help girls decide on activities according to their needs, expressed interests, and availability of facilities.

Follow the *Handbook* on badges, activities, Sign of the Arrow, and Sign of the Star.

Measure suggestions against guides listed above.

Cadettes may profess interest in one thing while their real concern lies elsewhere, but their informal discussions can give clues to their real interests. The two *Handbook* chapters, "Program Starters" and "Try Something New" offer suggested starting points, and badge activities and Challenges can develop from there.

The troop offers a place where home activities may be considered outside the family circle, and then applied and blended into daily life.

Most girls of Senior age are quite articulate about their interests. They can do planning of home activities on their own but they need adult guidance and support. As troop adviser be available to answer questions or to help girls know where to find answers.

1. Longer-term projects involving values as well as skills.
2. Girl and adult planning, with opportunity for girl initiative.
3. Activities with progression and balance, including:
 - family relations and child development, hospitality, recognition of feminine role.
 - nutrition, menu planning, international cooking, baking, food preservation.
 - grooming skills and concepts, choosing and making clothing, accessories.
 - fabrics, varieties, uses, care.
 - housing, furnishings, home safety and emergency preparedness, storage, carpentry, and maintenance.
 - time, money, home management, buying.

1. Short- or long-term projects involving both skills and values.
2. Girl planning with adult advisory assistance, girl evaluation.
3. Progression toward adult responsibilities, balance of activities, including:
 - family and home concept, families in other cultures, opportunities to work with younger children, coed events.
 - nutrition for self and family, specialized cooking, entertainment.
 - wardrobe planning, buying, grooming.
 - textile uses, choice, care.
 - housing, equipment and furnishings, safety, home construction and planning.
 - home management concept is blending of more than skills—managing themselves, time, money, home, house-keeping.

Be aware of girls' fluctuations, development, consciousness of themselves.

Allow greater freedom in planning but offer counsel when needed.

Encourage transfer of skills and values learned at troop to home setting.

Continue to emphasize interrelation of home activities through projects.

Follow guides listed above.

Make use of outside resources with girls.

Be sensitive to the girls' maturing and desire for independence, but be ready with help.

Encourage girl planning, action, evaluation; advise from background.

Encourage great carry-over of home activities learned in the troop into actual home life and community.

Emphasize interrelation of home activities and importance of values.

Follow guides outlined above.

Help girls make use of outside resources.

HOME ACTIVITIES RESOURCE CHART

PLACES TO SEEK ASSISTANCE	GENERAL HOMEMAKING ALL SUBJECTS*	FAMILY RELATIONSHIPS, CHILD DEVELOPMENT	NUTRITION, FOOD SELECTION AND USE
WRITTEN MATERIALS (For Adults and Older Girls)	<i>Girl Scout Handbooks, American Girl</i> magazine, homemaking magazines, U.S. Government Printing Office, American Home Economics Association, State or Federal Extension Service Publications, textbooks, newspaper woman's page. <i>American Girl</i> Reprint Booklets.	Children's Bureau of U.S. Department of Health, Education and Welfare; UNICEF; United Nations bookstore; State Welfare or Department concerned with children; life insurance companies; university publications.	United States Department of Agriculture, Bureaus of Home Economics and Human Nutrition, U.S. Food and Drug Administration, National Dairy Council, American Dietetics Association, <i>Cooking Out-Of-Doors</i> , cookbooks, nutrition books.
PEOPLE	Home economics teachers, county home agents of Federal Extension Service, home economists in business and industry.	School teachers, family and marriage counselors, people who have lived abroad, nurses, child specialists, family life specialists.	Doctor, nurse, dietitian, health inspector, professional foods person (baker, restaurant manager), dentist, nutritionists from Local Dairy Council, Red Cross, utility company.
PLACES	High school homemaking departments, County Extension Offices, libraries, college home economics departments.	Local children's and family agencies: orphanages, day care centers, clinics, homes for aged, visiting homemaker agencies, urban renewal, aid centers to migrants.	Hotels, restaurants, farms, dairies, bakeries, hospitals, cafeterias, canneries, food processing plants, produce markets.
OTHER	Motion pictures and filmstrips described in <i>Leader</i> magazine, posters, community-sponsored events.	Families and children.	Use of own home, study of family food patterns.

*Information on specialized subjects may also be obtained from these general sources.

CLOTHING DESIGN AND CARE, GROOMING	TEXTILES FOR CLOTHING AND THE HOME	HOUSING, EQUIPMENT, FURNISHINGS	MANAGEMENT, USE OF TIME AND MONEY, VALUES
Clothing textbooks, commercial publications and pamphlets on clothing care, laundering, and construction, grooming.	Fabric portion of clothing textbooks, commercial publications and pamphlets on textiles, clothing, draperies, upholstery, rugs, carpets.	Commercial publications on appliances, utensils, wall and floor treatments, furnishings, accessories, building, construction materials, zoning.	Money Management Institute of Household Finance Corporation, Institute of Life Insurance, consumer bulletins, farm publications, etiquette books.
Department store buyers, dressmakers, stylists, doctors, beauticians.	Chemists, fabric buyers, stylists, dyers, weavers.	Electricians, plumbers, interior decorators, furniture and appliance buyers and specialists, architects, community housing authorities, carpenters, florists, home economists in business.	Insurance agents, bankers, economists, home economists, specialists in home management.
Design and art schools, museums, department stores, clothing and fabric stores, commercial firms.	Museums, textile mills, laundries, dry-cleaners, fabric departments, linen shops.	Home product manufacturers and stores, utility companies, department stores, model homes and developments, museums.	Community centers, banks, churches, model homes.
Use of own wardrobe as appropriate, style shows, service agencies.	Study of textiles in own home.	Model home planning kits, own homes.	Cooperation with other youth and community agencies.

SAMPLE FORM FOR RESOURCES

This sample form is based on home activities. You can adapt it to your own use and develop one for the arts and for the out-of-doors. As you find articles of particular value to a Girl Scout homemaking activity, clip and keep. Make note of each article here under its topic and refer to it when you need material in that subject.

Topic	Date	Source	Title and Author	Notes
General Homemaking				
Family Relations and Child Development				
Nutrition and Food				
Clothing and Grooming				
Textiles for Clothes and Home				
Housing Equipment Furnishings				
Management Use of Resources, Time, Money, Energy, Values, Consumer Buying				

RESOURCE HELPS FOR HOMEMAKING ACTIVITIES

Here are some names and addresses of organizations that publish catalogs, pamphlets, or lists of publications useful to Girl Scout leaders. Make contact through local unit of the organization whenever there is one in your community.

Superintendent of Documents
U.S. Government Printing Office
Washington 25, D.C.

United States Department of Health,
Education & Welfare
Social Security Administration
Children's Bureau
Washington 25, D.C.

Household Finance Corporation
Prudential Plaza
Chicago 1, Illinois

United Nations Bookstore
United Nations Building
New York, New York

American National Red Cross
(Contact local chapter)
National Headquarters
Washington 6, D.C.

National Dairy Council
111 North Canal Street
Chicago 6, Illinois

United States Department of Health,
Education & Welfare
Food & Drug Administration
Washington 25, D.C.

American Dietetic Association
620 North Michigan Avenue
Chicago 11, Illinois

Institute of Life Insurance
488 Madison Avenue
New York 22, New York

OUT-OF-DOORS

The call of the out-of-doors has a special appeal for youth. Every leader who has heard the plea, "Let's go on a hike," knows this. Outdoor activities rate high on the list of things girls want to do. You do not necessarily have to be a "great outdoor woman" in order to see that your troop has good outdoor experiences. There is help available in planning both simple and advanced outdoor projects.

Girl Scouting provides many experiences involving living and learning in the out-of-doors. Through activities in the out-of-doors, girls can grow in:

1. Enjoyment and adventure—appreciation of nature.
2. Skills and knowledge, development of resourcefulness and self-reliance.
3. Awareness of interrelatedness of man and nature; acceptance of responsibility for careful and respectful behavior in the out-of-doors.
4. Gains in physical and mental health; of inner spiritual strength.

The four *Handbooks* contain a wealth of outdoor suggestions which you can use in planning with girls. There are additional ideas in camping, outdoor cooking, and outdoor fun in both the *Leader* and *American Girl* magazines. To maintain a balance of outdoor activities, check, periodically, against the main headings below.

Nature and Natural Science

Your troop's informal nature walks can open up new wonders: discovery of unfolding leaf buds, observation of how many different plants there can be in a square yard plot. Troop projects can add first-hand experience with growing things learned about in school books.

For many girls, nature activities will be part of general outdoor fun, and you will need mainly enthusiasm, curiosity, and knowledge of resources. Some girls, however, will want to specialize and probe deep into the study of rocks, or woodland animals, or some other phase of nature. These are the budding scientists, the future members of garden clubs and conservation groups. You may need the help of consultants for badges and advanced study in specific areas.

Enjoyment of nature has a transfer value to the everyday life of girls. You can go on discovery walks, visit gardens and zoos, make observation notes, collect things. The outline of a leaf may inspire design; the motion of wind on grass, creative writing; the sheer beauty of a sunset, song and poetry.

For girls who want specific knowledge of birds or insects or trees or weather, refer to the resources suggested in the *Cadette* and *Senior Handbooks*; make use of the many paperbacks and children's books on nature; and consult your librarian. Watch, also, for recommended books in the *Leader* magazine. Your willingness to investigate these sources with girls will go a long way toward expanding their interests and your own.

Remember, nature is not something to "talk about." Encourage girls to do active things such as caring for pets, raising farm animals, growing house plants, taking care of their own yards. Help them to feel at home with nature, treating all living things with consideration and kindness.

Conservation

Acceptance of a responsibility for nature is essential for the appreciation and enjoyment of it. This is basically a matter of attitude and good citizenship.

With girls inexperienced in the out-of-doors, you may have to start at the very beginning — keeping them from littering the picnic grounds or the cookout site. Your next step may be avoiding waste by using only as much firewood as needed; avoiding unintentional destruction such as picking or tramping through a patch of delicate woodland flowers.

These steps will lead to action projects; re-routing a path, building a compost pile, making bird nesting boxes, planting seedling trees, beautifying the local park. If girls understand the lasting benefits of such projects, there should be a natural carry over to family outdoor life and, eventually, to participation in community conservation efforts.

Through Girl Scouting, a girl's efforts can grow from outdoor good manners, through outdoor good turns, to outdoor good citizenship.

Games

To girls, games are fun. To you, the leader, they should be fun *plus*. Games can provide physical activity or a quiet change of pace, development of fair play and teamwork, instruction or review of some newly acquired knowledge, practice of skills.

Use games that stress group participation and those that require little or no equipment. Avoid highly competitive games and those which eliminate players. The less skilled players may need the game even more than the other girls.

In teaching a game, get the group's attention, introduce the game by name, and tell something about it. Put the group into formation to play and then explain the rules. Have girls walk through the action to be sure they understand, and allow time for questions.

The *Handbooks* and *Games for Girl Scouts* suggest many suitable games. These include: action games—running, tag, circle, relay; quiet games—listening, guessing, observing, paper and pencil games; teaching and testing games; open country games—trailing, treasure hunts, wide games; games involving acting or singing.

Sports

Informal sports which can be enjoyed by groups and which can be supervised by leaders or consultants are suitable in Girl Scout program. Aquatic sports are especially popular in camp. Informal sports have a good carry over to family and social fun, particularly among older girls.

Camping and Campcraft

Hiking and camping are composite activities incorporating all phases of the Girl Scout program. In the *Handbooks*, many campcraft skills are described: use of maps, compass, trail signs; knots and lashing; care and use of knife, axe, other tools; tips on fire-building; outdoor cooking; making a bedroll; pitching and storm lashing a wall tent.

A girl's experience may range from a short hike on which lunch is carried to an extended canoe trip. In between, there may be outdoor cooking by patrols, day trips, troop camping, attendance at day and established camps, primitive camping.

Progression in outdoor fun depends on experience, skill, and physical proficiency as well as on age. The first of the charts following shows steps according to degree of difficulty, while the second gives some guide lines for appropriate activities in troops of each age level.

Camping together as a troop gives Junior, Cadette, and Senior Girl Scouts opportunity to put into practice the many skills they have learned at troop meetings. More important, it offers them a living experience in which they can practice sharing of responsibilities through democratic self-government over an extended period of time. Whether it be for overnight, a weekend, or a week or longer, troop camping will make it possible for you and the girls to become better acquainted and to grow in appreciation of one another.

The adventure of going to camp with girls from other troops should be part of every girl's experience. Whether it be at day or established camp, girls will gain from the wider circle of acquaintance with girls from varied backgrounds. The twenty-four-hour living in established camps makes possible great accomplishments in group living and outdoor learning.

In both day and established camps, units are organized according to camping experience so that girls may enjoy more advanced activities each year. Special interest units, advanced trips, Program Aide projects, Counselor-in-Training units may be possible for older, advanced campers.

Encampments for patrols of Cadettes or Seniors able to set up and operate their own units are sometimes organized on a neighborhood, council, or intercouncil basis. Periodically, qualified Seniors may apply for national or international camping opportunities. Information on these is found in council bulletins and in the *Leader* and *American Girl* magazine.

Your awareness of opportunities plus your interest will ensure each girl's having a full share of out-of-doors. Even if you are not experienced in the outdoors you can, with the help of others, encourage outdoor fun in troop meetings, trips and outings throughout the year, and troop camping. You can learn about camping opportunities being offered by your council and interpret these to girls and their parents.

Make Some Notes Here About Camping Opportunities Offered by Your Council

Troop camping facilities _____

List of hiking and camping sites _____

Camping equipment available for loan to troops _____

Day camping _____

Established camping _____

Camp savings plans and camperships _____

Training for leaders in outdoor activities and in troop camping _____

Counselor-in-Training for Seniors _____

PROGRESSION IN OUTDOOR FUN

Knowledge of what to do and how to do it, awareness of the wonders of the out-of-doors, responsibility for outdoor things, and making preparations are all woven into the steps that lead groups to bigger and better outdoor adventures.

Brownies are usually at the beginning stages; Juniors at beginning and next stages; Cadettes

ACTIVITIES	BEGINNING STEPS
<i>Informal outdoor activities</i> at troop meetings, in short period outside meeting, in the neighborhood, in camps. All seasons.	Fun, adventures, discoveries; walks to interesting places, visits with interesting people; games, songs, snacks, simple cooking, quiet times, campfires; learning and practicing skills.
<i>Culminating events</i> that require advanced planning and preparation to cover: <ul style="list-style-type: none">o Making arrangements for food, gear, site, transportation, etc.o Learning needed skills.o Packing and carrying food and gear.o Setting up camp site.o Preparing and serving food, clean-up.o Having fun outdoors.o Cleaning up site before leaving.o Making written and visual report for troop history.	Short walks and trips to see and do things. All-day outings, with hike lunches and simple outdoor cooking.

CULMINATING EVENTS IN THE OUT-OF-DOORS

BROWNIE	JUNIOR
A Girl May Expect Annually Many outdoor meetings. Occasional simple cookouts in the neighborhood. At least one all-day outing.	Many informal outdoor activities. Several patrol and/or troop cookouts. Participation in an outdoor good turn. At least two all-day outings. A troop camping experience.
During Years In Each Age Level A neighborhood Brownie Revel or outdoor day with another Brownie troop. Day or established camp experience.	Day or established camp experience. Outdoor skills day or playday with other Junior troops.

and Seniors (and leaders, too) may be “old hands” while new members with little outdoor experience will start at beginning stages, but will progress more rapidly than they would at younger ages. Progression is an individual matter.

NEXT STEPS

Beginning steps geared to interest, skill, and experience of girls plus:

Outdoor good turns.

Outdoor badges.

Preparations for Challenges.

Expeditions farther afield, perhaps involving transportation.

Day trips on bicycles, in boats, or canoes.

Backyard camping.

Troop camping in cabins or tent units for two or three days.

Patrols on their own, in yards, in camp.

ADVANCED STEPS

Continuation of previous steps plus:

Challenge groups, Emergency Squads.

Special interest groups such as: Mounted Troops, TrailBlazers, Rangers, or Program Aides.

Counselor-in-Training.

Troop camping for more than two or three days at all kinds of sites.

Primitive camping, council encampments.

Trips away from town or camp site for over-night or longer.

Special interest units in day and established camps.

Preparation for intercouncil, national and international camping events.

CADETTE

Some informal, neighborhood cookouts and campfires.

Outdoor good turn project.

At least one troop camping experience.

A day or established camp experience.

At least one intertroop camping experience.

SENIOR

A troop camping or trip experience.

An outdoor good turn, possibly helping to organize and conduct an intertroop project.

Day or established camp experience.

A councilwide or intercouncil encampment.

Opportunity to apply for a national conference or encampment.

BALANCE OF ACTIVITIES

The activities in the arts, home, and out-of-doors can serve as a means of carrying out the purpose of the Girl Scout movement—that of inspiring girls with the highest ideals of character, conduct, patriotism, and service.

Check periodically on the activities your troop chooses, both to be sure that the girls are getting a good variety, and to judge how well the Foundation elements (Eight Indispensables) are coming through. For Brownies, Juniors, and Cadettes, the activities should be fairly evenly balanced among arts, home, and out-of-doors over a period of time. Seniors may want to follow one of the major interests but they can still achieve a balance of activities within their specialty.

Below is a running account of a mythical Junior troop for four weeks during the fall. This troop has selected the Foot Traveler badge, and is working toward the Sign of the Arrow. The page references are to the *Junior Handbook*.

Record of Activities of a Junior Troop

First Week

Opening flag ceremony (page 254).

Learned how to use compass (page 84).

Played a game to learn the points of the compass.

Planned outdoor meeting and hike (page 53).

Decided to use money from the treasury for outdoor refreshments (page 50).

Played singing game, "Skip to My Lou" (page 200).

Second Week (Outdoor meeting)

Played relay game.

Learned trail signs (page 82).

One patrol raked fallen leaves into a sheltered spot to form compost (page 299).

Another patrol gathered wood and built a fire (page 112).

Third patrol arranged refreshments.

Troop made "Somemores" (page 140).

Group sang around campfire (page 190).

Closing circle and "Taps" (page 194).

The leader of this mythical troop could easily see, from this simple record, that the activities for the month were heavily weighted in the out-of-doors. This is perfectly natural, for fall weather and hiking go together. Before too long, however, this leader should provide opportunities and motivation toward more activities in the arts and in the home.

Evaluating the degree to which the elements of the Foundation played a part in the life of this troop cannot be done in a casual review of the activities of the month. Of importance is how these activities were carried out, the extent and the quality of the girl planning, the learnings and the values which were present and so forth. Some guides to help you think objectively and reflectively about your troop's progress are found in "Program Risers" page 151.

Chapter 7 "Leadership" and Chapter 8 "Troop Management" give help on how to work with your troop.

Third Week

Flag ceremony.

Practiced giving and following directions with compass, using objects in meeting room.

Discussed proper clothing for hike (page 216), what to pack for a trail lunch (page 126).

Played Kim's Game (page 159), using objects in the first aid kit (page 302).

Group singing, closing circle, "Taps."

Fourth Week (Hike)

Took bus to park. Walked the wooded trail, looking for animal tracks (page 282).

Treasure Hunt (for dessert), followed trail set by one patrol—used compass and trail signs.

Storytelling after lunch.

Made sketch map of the area (page 79).

Collected fallen pine cones, nuts, and seed pods on the way back, to be used for candle holders and centerpieces.

CEREMONIES

Ceremonies in Girl Scouting are used to honor special occasions, to recognize accomplishments, or simply to begin or end a meeting. Ceremonies also provide a means of expressing feelings and values of friendship, patriotism, service, beliefs, and so forth.

A ceremony may be informal, taking only a few minutes. Or, a ceremony may be of a more formal nature, requiring advance preparation.

Girls may decide to have ceremonies for a number of occasions throughout the year. In addition to those listed here, ceremonies are often used for tree planting, troop birthdays, Girl Scout Week, Thinking Day, making a presentation to a sponsor.

WHAT TO INCLUDE

Girl Scout ceremonies are not required to follow a set procedure but may open, carry out the purpose, and close in a number of ways. The ages of the girls, the season or location, and the purpose of the ceremony will help determine what goes into the ceremony. A troop may build up a repertory of songs, and collect a file of poems, readings, and quotations, to be used in ceremonies.

Following are some ideas that might be part of a ceremony:

- Promise and Laws.
- Original words written by girls for the occasion.
- Poems—done as choral reading or read by individuals.
- Songs—sung by the entire group, by a special chorus, hummed in the background.
- Quotations and readings.
- Candle lighting.
- Flag ceremony.

PLANNING CEREMONIES

You, as the adult leader, will have to give many suggestions and much help in planning in the beginning. After girls have experienced a few ceremonies, such as a flag ceremony or an investiture, and see what may be included, they will begin to have ideas of their own.

Work with a committee, a patrol, or the Court of Honor. Explain the purpose of the ceremony and have the girls talk about appropriate behavior during a ceremony. Discuss the form of the ceremony, using questions to help make a plan. Ask:

- Where will the ceremony take place?
- How will we begin the ceremony?
- How will we do the main part?

- What songs, poems, quotations should we include?
- How will we end the ceremony?
- Who will do each part? An individual? A group?
- What do we need? Candles? Decorations?
- Who will bring them?
- Who will start the songs?

PREPARING FOR CEREMONIES

Some ceremonies, such as an opening or closing of a meeting, require preparation only by the persons leading them. The leader of the ceremony can give the quiet sign to get the attention of the troop; then give any direction necessary, asking the troop to sing or take part in other ways.

Other ceremonies require preparation by the troop. The entire troop may need to learn a particular song. Groups and individuals such as a choral reading group, readers, and the color guard must practice their parts. The ceremony may lose its effectiveness, however, if it is rehearsed “word for word.”

You can help the girls gain confidence by having them walk through the mechanics once or twice. Each girl should know the order of events and exactly what she is to do all the way through. For example:

- Will everyone walk in together?
- Does she stand or sit during ceremony?
- What movement occurs during ceremony?
- Does she come up front for her part of the ceremony?
- What is the order of events and what part does she follow?
- How does the group disperse at the end?

Parts of the ceremony may be announced as it goes along, or the troop may prefer to have one part follow another with no announcements. If a girl forgets her cue, or does her part out of order, you can cue in the next part with a few simple words. "Jane will now read a poem on friendship."

Make a final check just before the ceremony to be sure everything is in place and ready to use: pins ready to present, lists of names for insignia presentation, candles and matches ready, campfire laid with a pail of water nearby. Check girls (and yourself) to see that everyone is well groomed and in correct uniform.

PREPARING FOR GUESTS

Occasionally the troop invites guests to a ceremony. These may be family, troop committee, another troop, program consultants, members of sponsoring group.

When possible, have girls arrive at least a half hour before guests so that they can arrange the room and make preparation. Be sure some girls are assigned as hostesses.

You, or one of the girls, can begin with a short greeting and an explanation of the purpose of the ceremony. Give guests directions, at the appropriate time, if they are to participate in a flag ceremony. If you use a horseshoe formation, have the open end toward the audience.

FLAG CEREMONY IN A GIRL SCOUT TROOP

A Flag Ceremony Honors the Flag of the United States of America

Used for opening or closing of troop meetings, for special occasions such as investiture, fly-up, rededication, Court of Awards.

Order of Ceremony

- 1 Troop forms horseshoe. Color guard is in position. All stand at attention.



Commands are given by the girl or leader in charge of the ceremony. After the group has had experience, ceremonies may be worked out in advance and done with a minimum of oral commands. Commands may include:

"Color guard, advance." To signal the color guard to advance to the flags, then to position facing the troop.

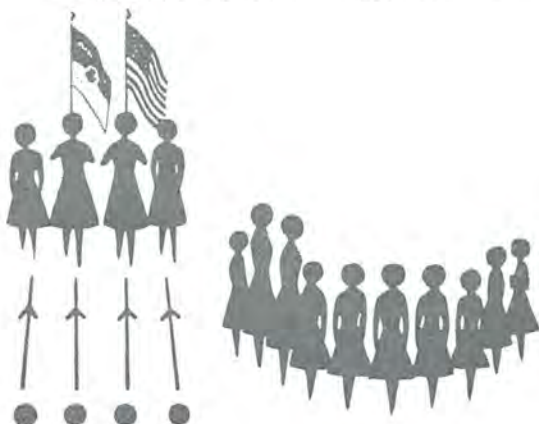
"Girl Scouts, flag of your country, Pledge Allegiance." This may be followed by announcement of the song to be sung and so forth.

"Color guard, post the colors." To signal the color guard to place the flags in their stands, as in Figure 5.

or

"Color guard, retire the colors." To signal the color guard to remove the flags from the room or from view of the group.

- 2** Color guard advances to flags. Stops and salutes. American flag bearer steps forward and picks up the flag. Returns to place. Then, troop flag bearer picks up troop flag, returns to place.



- 3** Color guard advances to face the horse-shoe formation of Scouts.

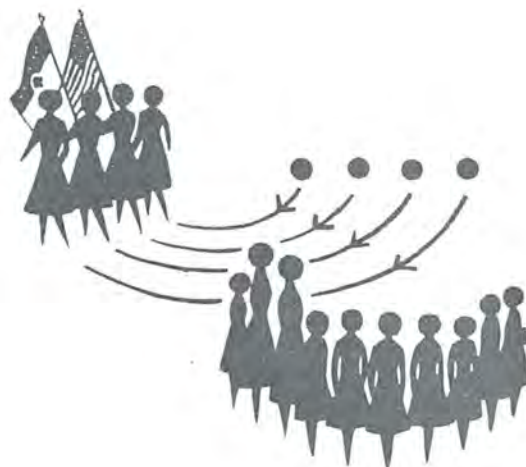


- 4** Main part of the ceremony takes place. It always includes the Pledge of Allegiance. In addition, it often includes a patriotic song, Brownie Promise or Girl Scout Promise and Laws, appropriate poem, reading, or song chosen by the girls.

The color guard does not salute, sing or speak during this.



- 5** Color guard returns flags, with troop flag grounded first, then American flag. Color guard salutes American flag and rejoins the troop.



When saluting the American flag and when giving the Pledge of Allegiance, salute by placing the right hand over the heart, as described in Section 5 of the Flag Code. The complete Flag Code, Public Law 829—77th Congress, is available from U. S. Government Printing Office, Washington 25, D. C. This salute is consistent with the practice in schools and non-military oriented groups.

When making the Promise, give the Girl Scout Sign, which combines the accepted sign when giving an oath with the three-finger symbol of our three-part Promise. Two fingers are raised by Brownie Girl Scouts, in recognition of their two-part Promise.

PRINCIPAL CEREMONIES

CEREMONY

INVESTITURE

Handbooks
Brownie 30-31
Junior 2-3, 259
Cadette 19
Senior 253-255

FLY-UP

This Book 88
Handbooks
Brownie 220

REDEDICATION

Handbooks
Junior 2, 259
Cadette 19, 277
Senior 256, 265

PATROL LEADER INSTALLATION

Handbooks
Junior 260

COURT OF AWARDS

Handbooks
Junior 32
Cadette 86

FLAG

Handbooks
Brownie 38-40
Junior 254-257
Cadette 59-61
Senior 258-261

OPENING AND CLOSING

This Book 90-91
Handbooks
Junior 6-7, 270
Cadette 63-64
Senior 262

SCOUTS' OWN

Handbooks
Junior 266, 267
Cadette 62-87
Senior 262

(Not a ceremony
in strictest sense.)

ESSENTIALS

A girl or adult joining for the first time

- o Makes the Promise.
- o Receives the pin.
- o Is welcomed to Girl Scouting.

Brownies who are ready to become Junior Scouts

- o Receive Brownie Wings from Brownie troop leader.
- o Take part in rededication ceremony with Junior troop.

Girls who have already been invested

- o Renew the Promise.
- o Are welcomed into the older age level troop.

Juniors receive the trefoil pin.

Cadettes may receive the cockade for their hats.

Seniors may be "capped" with Senior hats.

Graduating Seniors may be welcomed into adult Scouting.

Patrol leaders receive double gold cords, symbolizing the patrol and the troop.

- o Both patrol members and patrol leaders signify their acceptance of responsibilities to the patrol and to the troop.

Junior and Cadette Girl Scouts receive insignia they have earned.

- o Insignia is usually presented by the troop leader.
- o Explanation, recognition of accomplishments for which the insignia stand.
- o Program consultants may be recognized and thanked at this time.

Flag of the United States of America only

or

Flag of the United States of America plus addition of troop flag and/or other flags.

- o Color bearer.
- o Color guards.
- o Pledge of Allegiance.
- o Girl Scout Promise.
- o Patriotic songs, readings, chosen by girls.

Beginning a meeting or event.

Ending a meeting or event.

Good night closing at camp.

- o These can be formal or informal.

Girl Scouts express their feelings about ideals of Scouting. Words, music, simple drama, visual art, lovely surroundings, moments of quiet may be part of a Scouts' Own. It is difficult for Brownies to plan a Scouts' Own. However, by being present at one, Brownies may begin to sense the deeper ideals held by older members of the movement. A Scouts' Own can be held at any time and can take place at a troop meeting, an inter-troop gathering, in camp. It is not a religious service nor a substitute for one. Traditionally, Girl Scouts walk in silence to and from the Scouts' Own site.

SUGGESTION: Please read this over before you leave the Girl Scout Office.

1. Register your troop for the Lodge if beginners or for the Pioneer area if experienced campers.

2. SAFETY: Plan activities in accordance with "Safety Wise" precaution on permission slips, fires, clothes, adult supervision:

There is a complete First Aid Kit in kitchen, a fire hose attached to the Tower, a telephone connected 12 months a year, and a caretaker living on the premises who has been notified that you will be in camp.

3. PROGRAM: Protect the beauty of KIWANILONG by supervising the cutting of all shrubs and flowers. Encourage the girls to LOOK, and LISTEN and LEARN to appreciate the natural beauties of our wonderful campsite.

NO BOATING!! Make it a rule that no one goes down to the boat dock. Also, no one goes down to the swimming area without adult supervision. This means that no one is to play on the floats or the beach without a leader in charge. No swimming without a Senior Life Saver.

There is equipment for OUTDOOR COOKING in the lodge which includes the following:

1 ax	10 mess kits	1 reflector oven	1 pancake turner
1 shovel	1 large kettle	1 large fork	1 reg. fork
1 bucket	2 med. kettles	1 large spatula	1 rubber spatula
1 fry pan (large)	3 grills	1 large spoon	1 reg. spoon

4. KITCHEN: You may use any of the kitchen utensils; these include silverware, dishes, sponges and kettles. Refrigerator may be connected for use while at camp. You will need to bring towels, hot pads, cutting knives, and kindling for the fire-place. CAUTION: Matches must be kept in closed coffee tin. PLEASE DO NOT USE KITCHEN EQUIPMENT FOR OUTDOOR COOKING.

5. TOILETS: Troops may use the toilet in the infirmary as well as the primitive latrines. DO NOT USE THE SHOWER.

6. SLEEPING: Four mattresses for leaders only are stored in the loft. Camper mattresses are stored for the winter.

7. BEFORE YOU LEAVE:

1. Be sure there are no food crumbs ANYPLACE!!!
2. Replace equipment used, leaving it CLEAN & ready for the next troop.
3. Leave wood in the wood box for the next campers.
4. Be sure all water is turned off at the taps.
5. Be sure that all lights are turned off.
6. Be sure the refrigerator is disconnected, EMPTIED OF ALL FOOD, and door left open.
7. Burn all used papers in incinerator or fireplace.
8. Remove garbage from campsite. You may leave it at the Warrenton Garbage dump upon leaving camp.
9. AND FINALLY: Turn in key and report promptly to Girl Scout Office. Your written suggestions for better troop camping are welcomed by the camp committee.

TERMS EVERY GIRL SCOUT SHOULD KNOW

Badge. Emblem earned by Intermediate and Senior Scouts when they have completed certain requirements.

"Rank badges" show progression through the ranks of Tenderfoot, Second Class, First Class, and Curved Bar. See the Girl Scout Handbook.

"Proficiency badges" (Cook, Bird, etc.) show that the wearer is prepared to use her knowledge and skills to serve others.

"Senior Aide bars" (Ranger, Hospital, etc.) identify services being given.

Club Form. A direct form of troop government used by some Girl Scout troops who prefer it to the patrol system.

Court of Awards. Ceremony in which girls receive the badges they have earned.

Court of Honor. Planning group in troops that use the patrol system, made up of patrol leaders, troop officer, and adult leader.

Fly-Up. Ceremony in which Brownie Scouts graduate and "fly up" to Intermediate troops.

Girl Guides. Name for Scouts used by girls in England and many other countries.

Girl Scout Birthday. March 12, the day the first troop was formed in the U.S.A. This was in 1912, in Savannah, Georgia.

Girl Scout Week. Celebrated each year during the week of March 12th which is the Girl Scout Birthday.

International Month. February, the birthday month of Lord Baden-Powell, Founder of Scouting.

Investiture. Ceremony in which girls or adults become members of the Girl Scout Organization.

Juliette Low. Founder of Girl Scouting in the U.S.A. In her memory Girl Scouts contribute annually to the World Friendship Fund which is used for scholarships and gifts to further friendship among Guides and Scouts the world over.

Kapers. From "k.p." (kitchen police); means housekeeping duties. A kaper chart is a schedule showing rotation of duties among individuals or patrols.

Laws. The code of honor by which Girl Scouts try to live.

Nosebag. Picnic lunch in a paper bag.

Our Chalet. International gathering place for Scouts and Guides in Adelboden, Switzerland.

Patrol. Four to eight girls with an elected girl leader.

Patrol System. Representative form of troop government used by Scouts and Guides all over the world.

Program Consultant. Adult volunteer who shares a skill or hobby with the girls and leaders.

Program Field. A group of activities such as out-of-doors, international friendship, arts and crafts, etc. There are eleven fields of interest in the Girl Scout program.

Promise. Pledge made by each girl and adult to try to live up to the ideals of Scouting.

Scouts' Own. An inspirational gathering planned and conducted by girls and leaders.

Scribe. The troop secretary.

Thinking Day. February 22, the birthday of Lord Robert Baden-Powell, Founder of Scouting, Guides and Scouts send greetings to friends in other countries.

Wreath. Symbol of membership used in the designs of Guide and Scout pins everywhere. The three leaves represent the three parts of the Promise.

JULIETTE GORDON LOW

FOUNDER OF GIRL SCOUTS OF AMERICA

Juliette Gordon Low was born in Savannah, Georgia, October 31, 1860. She was called Daisy by her family and all close friends. At the age of four, her mother had to take her and her two sisters away from Savannah as the North had invaded the South in the Civil War and she had to go live at her Grandfather's home in Chicago.

Juliette's mother was raised in the north and she had three brothers who fought for the North and her father was an officer in the Southern Army, therefore this was a divided family as far as the Civil War was concerned and her mother's heart ached for those of her loved ones in each the Confederate Army and the Yankees or Union Army.

Daisy's mother was a very well educated woman and was an outstanding Linguist. She also played the piano well and rode horseback very well. Her family said of Daisy that she was more like her mother than anyone else in the family. The Gordon family were a very close family and her mother and father were her closest comrades throughout all of her life. They both understood her great desire to be of help to people from her early childhood in her love, affection and sympathy for animals and all whom she came in contact with, she seemed to want to be of help to them. One time she tells a story on herself of when she and her mother were out for a ride in the carriage and she had the driver stop as she saw a dog lying along side of the road. Daisy's mother knew the dog to be dead but she would not hear of this and promptly put the dog in the carriage and took it home and put it on her mother's bed and put the vibrator in its ear and worked over the dog for a very long time until she finally was convinced the dog was dead and this was the starting of the dog cemetery that she had in the back yard of her home in Savannah.

Like her mother, Daisy was utterly fearless and only once does she remember of really being afraid she would be unable to do something she wanted to do because of fear. When a young girl, Daisy had an ear infection and the doctor treated her ear with silver nitrate and this treatment was responsible for her losing about three fourths of her hearing in her left ear. Then when she was married some rice was thrown at her in the usual wedding party fashion and a kernel of rice became lodged in her ear, resulting in a bad inner ear infection which destroyed the rest of the hearing in this ear. Later she was visiting Scotland and came to a place in a meadow where there was a creek to cross. She wanted very badly to get on the other side, but the only way she could do this was to cross a log. Because of being hard of hearing, her sense of balance was not good and she just could not make herself cross this log. As she was trying to figure out just how she was going to get across this log, a peddler came along and she jumped at the opportunity and told him she was deaf and just could not get across this creek so he was to walk in front of her and she would put her hands on his shoulders and that way get to the other. The peddler tried to get out of this, but she would not pay any attention to his protests and finally he did go over and she shut her eyes and put her hands on his shoulders and they arrived safely on the other side. After reaching safety she said, "Now my good man what was it you wanted to say to me?" The peddler answered "I just

wanted you to know I am blind"

The Gordon family consisted of six children. Four girls and two boys. Nellie the oldest was two years older than Daisy and Alice was two years younger than Daisy. Alice died at the age of seventeen while attending a boarding school. This was the only break in the family circle during a half century period. Willy, with a fiery head of hair and a temper to match was three years younger than Alice and five years younger than Daisy. His treatment of his three older sisters taught them how to withstand the scars of battle and taught them the courage they needed in later life. Mabel and Arthur were two years apart and much younger than the other four. While Daisy of course was not a spoiled child as would have been the case had she been the only child, with two younger children in the family she was able to get a lot of valuable experience with dealing with children by helping to raise them. No one ever had a happier home life than did Daisy Gordon. Being born just before the Civil War, her family who had been used to having plenty went through the financial straits that all had to experience following a war. This construction period following the war was very hard on the whole Gordon family, but they became closer still sharing poverty together and trying to overcome this struggle. Daisy Gordon was very proud of being a Rebel and when in the North she was asked to recite a poem. This she did with great gusto and here is the poem. "I am a good old Rebel, And that is what I am, and for this land of Freedom, I do not live a D---." Needless to say she shocked her own family and all those at her Grandfathers home in the North where she was staying.

After finishing boarding school she returned to Savannah to her home and had a wonderful summer visiting her friends she had known when she was a girl. She told many stories on herself about things that had happened at boarding school. She was really a favorite with the two French women who ran the school as she did everything she was told to do and like her mother she was artistic and because of this she was allowed to go out away from the school to take art lessons from a man who helped her much with her painting and sculpturing. One time when her teacher was telling about the mode of living and kinds of houses in Greece; Daisy had paid the strictest attention to the story the teacher was telling and after the story, she began to draw a picture. The teacher thinking Daisy had drawn a picture of a Greek Building asked her to bring it up to show the class. This teacher had a habit of buying shoes too large for her feet and this day she not only had an extra large pair of shoes on but had them on the wrong feet. Daisy had drawn a picture of this and it was greatly exaggerated much to the horror of the teacher and the class. During this summer visit at her home she notices a very handsome boy ride by on his horse and asked about him. She was informed he was Willie Low, the handsomest man in Savannah who was from England. She met him and two years later they were married in her home in Georgia. They sailed to England which was Willie's home and were very happy there. Daisy entertained many notable people in England and was also presented in Court which was a great thrill to her. Her sister Nellie lived there too and she was the only one of the family who knew very much about Daisy and her married life. She travelled all over England and Scotland and learned a lot about these countries which helped her so much later with the Girl Scout movement. She came home to Savannah to help her mother with

the soldiers who had gotten syentary during the fighting and were being sent back to fight before they were well. Mrs. Gordon could not stand to have them suffer so and she started a hospital where they could come and recuperate until they were able to fight again. Daisy was in her glory to be helping these soldiers and tells how she concocted a pudding from Mellins food which she put Brandy in and which the men liked very much until one day they found out what it was and that it was for infants and nursing mothers and then they would have not more of it. Daisy helped with this work until all the men were well and then she went back to her husband in England. It was soon after this that he became very ill and died. Daisy was just grief stricken and could not get over her great sorrow, so decided to travel with her sister and a close friend and they went to India, Egypt and all through Europe. This too was a wonderful preparation for her Scout work.

Daisy Low like her mother, would attempt anything and had a zest for living. She was determined to get the utmost out of life and was never afraid to undertake anything, even though she never had anything to do with it before. She always got words mixed up and tells stories on herself; like the time in France she went into a store to buy a pair of sneakers as her feet were tired and she asked the man if he had any Rompers to fit her. Then when she was to go to visit a girls school and asked her Secretary what she could ask the head of the school to see. She was told to ask to see the Curriculum. She asked on entering the school and meeting the headmaster to see the Furuncular. The lady at the head of the school didn't know what on earth she meant and finally said "Oh you mean the Curriculum and Daisy said "Yes that is what I said". She has just insisted minutes before that every school had a Furuncular and didn't understand why this school did not have one.

When Daisy was travelling in England during her period of grief after her husband had passed away, she met Lord Baden Powell and he told her all about Boy Scouts and how he had started this in England. He also told her about how the girls in England wanted to form a group like this and Girl Guides were started. Daisy was very interested in this and the more she saw Lord Baden Powell the more determined she became to start this movement in America. In 1911 she sailed from England for Savannah and on the boat again she saw Lord Baden Powell and with him was the girl he was to marry and she told him she was bringing the Scout movement to America. She had received from him the Girl Guide Handbook and all the information on Girl Guides and she had the first meeting of Girl Scouts in her little house behind her home in Savannah and there were seven little girls at this meeting. All were friends of hers or children of her friends except one who was her brothers daughter and her name sake Daisy Gordon. This was the Twelfth day of March in 1912. Lord Baden Powell told Daisy he believed there were little stars that guided us and whatever one put his mind to do could be done and she so firmly believed she could carry the Girl Scout movement to America and this she did. This was the happiest time of her life when she really accomplished this and she left her friends in Georgia in charge of the girls and went back to England to learn more about the Girl Guides. If any of her friends said they could not help, she just turned a deaf ear to their

protests as she had done with the blind man and their no's were just not heard so they all became involved with this wonderful dream which Daisy was seeing fulfilled. They to this day are all very proud and happy that they were charter members of such a wonderful thing as Girl Scouting in America.

Mr. Macy, husband of Edith Macy donated a large tract of land in New York to the Scout National Headquarters in memory of his wife who was on the Council. This beautiful expanse of land was finally turned in the Edith Macy Camp and it was here that Daisy realized her final dream that of having International Camp in the United States. She knew she was a very ill woman and also knew that the plans were to have International Camp in 1928 but she was so sure she would not be alive then that she asked if it would be at all possible to have this area of forest converted into a place in just two years where International camp could be held. Everyone knew it was an utter impossibility but they all put their shoulders to the wheel and in 1926 all the girls came from the foreign lands to take part in International Camp for Girl Scouts and Girl Guides in the United States which was our first time to have this wonderful meeting take place on our soil all due to the high hopes and dreams of one wonderful woman known to us as Juliette Gordon Low. She was so thrilled as each country came up to put its Faggot on the huge bonfire and give the dedication and to see girls from each country carry the flag of that country so proudly; she almost was overcome with the thrill of living to see this enormous plan of hers born before her very eyes.

Juliette Low lived only another year and passed away in January of 1927. She died in her home in Savannah and was buried with the highest honors a Scout can be paid. The flag was at half-mast and the Girl Scoutss attended the funeral. She was buried in her uniform and in her hand was a telegram which the National Headquarters had sent her with a large bouquet while she was ill which said. "To Juliette Gordon Low not only the first Girl Scout but the Best Girl Scout of them all."

In her will she left to her family all her wonderful Girl Scouts and her many friends and to the Girl Scouts of Savannah she left the Little House where the first Scout meeting had taken place. She had all her dreams fulfilled and she was ready to go to her Maker. She had started with seven little Girl Scouts and now there are over two million, so it is easy to realize what a wonderful treasure Juliette Low left to her country and to all the girls she loved so dearly. She dedicated her life to this great cause and her motto was "Peace on Earth, Good Will to men." and she certainly left good will to all those who will take advantage of what she worked so hard to accomplish and with this will come "Peace on Earth."

Darling

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